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ABSTRACT

A series of case studies of graduate admissions and fellowship selection policies and procedures is presented, representing several kinds of graduate schools (such as large, small, public, private, established, emerging, more and less centralized). The following six graduate schools were visited for three days by members of the Graduate Record Examinations Board Services Committee: Claremont Graduate School, Kent State University, Northwestern University, University of Texas at Austin, University of California at Los Angeles, and Yale University. Each case study consists of the following sections: introduction; institutional organization and structure; admissions policies and procedures; fellowship selection policies and procedures; departmental policies and procedures; and conclusion and appendices. (BD)

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GRADUATE RECORD EXAMINATIONS BOARD

CASE STUDIES
OF
GRADUATE ADMISSIONS AND FELLOWSHIP SELECTION
POLICIES AND PROCEDURES

Richard L. Burns, Richard Dremuk, Andrew J. Hein,
Richard C. Robey, Hervey C. Scudder, and Robert G. Wiltsey

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CASE STUDIES OF GRADUATE ADMISSIONS AND FELLOWSHIP SELECTION POLICIES AND PROCEDURES

Introduction

At the time the GRE Board Services Committee was considering the problem of lack of information on the ways in which graduate admission and fellowship selection were handled in graduate schools across the country, several approaches to alleviating the problem were contemplated. One was to undertake a survey of the members of the Council of Graduate Schools in the United States to determine their policies and procedures in this area. This activity was undertaken and has been reported.*

Another approach that was conceived of as a supplement to the Survey was to do a series of case studies of graduate admissions and fellowship selection policies and procedures. It was felt by the Committee that, while the Survey would provide a wealth of information and data on what was going on generally in these areas at graduate schools, it could not provide sufficient detail or insight into the actual operations to give a clear picture of how admissions and financial aid are administered at various types of graduate schools. It was decided, therefore, that more intensive studies of a limited number of graduate schools, which would permit investigation at the department level as well as more extensive exploration at other administrative levels of the institution, would be highly useful and desirable.

The Advisory Subcommittee of the GRE Board Services Committee decided that six institutions would be visited and that they would be selected to represent several kinds of graduate schools, large and small, public and private, established and emerging, more and less centralized, etc. The six graduate schools selected to be visited were: Claremont Graduate School, Kent State University, Northwestern University, University of Texas at Austin, University of California at Los Angeles and Yale University.

A team consisting of an Associate or Assistant Graduate School Dean and a member of the Program Direction staff of the GRE Program visited each of the six institutions for a three-day period. The membership of the teams was staggered so that the same two people did not serve as a visiting team for more than one institution. Arrangements for the visits were made with the Graduate School Dean, who in every case proved to be an outstanding host and mentor for the visit. During the visits, interviews were held with a variety of people on each campus. While the exact number and nature of the offices visited varied somewhat by institution, depending on their particular situation, it was typical that time was spent with the Dean, with the Associate and Assistant Deans, with the clerical and administrative staffs of the office which handled the processing of admissions and financial aid, with research, data processing, and financial aid staff and most importantly with department chairmen, faculty and graduate students. At least the departments of English, History and Chemistry were visited at each institution that had such departments offering graduate degrees. While a standardized interview technique was not employed, a common set of background questions was developed to aid the visitors.

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*Graduate Admissions and Fellowship Selection Policies and Procedures.

The reports on the visits appearing in this document were written by the team of visitors assigned to each graduate school. While they were reviewed by the graduate schools involved and corrections in factual materials were made, the reports represent the views and observations of the visiting teams.

The graduate schools and their administration and faculty are to be commended for their willingness to cooperate in these Case Studies and for their agreement to allow the reports of the visits to be identified by institution. We greatly appreciated the hospitality, courtesy, and cooperation offered by all those with whom we visited during the course of the Case Studies.

The Case Studies were first used in conjunction with a series of regional conferences on Issues and Problems in Graduate Admissions and Financial Aid that were held in the fall of 1970. They were distributed in a slightly different form to the conference participants and used in conjunction with those meetings.

The Case Studies provide information which should be of interest and use in ways that the Survey results cannot. First, they provide a much more intimate and detailed account of a complete admissions and financial aid system at a number of individual institutions and permit a total view of how a system operates within a particular framework. Secondly, unlike the Survey results, they allow much greater insight into the operations of these activities at the departmental level. Thirdly, they provide, in most cases, a discussion of the mechanics of the operation at particular institutions. While it is not at all suggested that these six institutions should serve as models for admissions and financial aid operations, the existence of a rather detailed account of how they operate, in many cases with forms and supplemental materials, should provide ideas and approaches for other graduate schools for consideration within their own needs and institutional pattern. Finally, the Case Studies offer further evidence that the multiplicity of approaches to the problems of admissions and financial aid do have common elements while at the same time illustrating the uniqueness of each situation.

We hope you will find these reports of interest and value.

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CLAREMONT UNIVERSITY

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CLAREMONT GRADUATE SCHOOL

Graduate Admissions and Fellowship Selection Policies and Procedures

I. INTRODUCTION

The Claremont Graduate School is unlike almost any other graduate school in the United States: it exists not as a graduate division of a university, but as one of six institutions, five of them undergraduate (Pomona, Scripps, Claremont Men's College, Harvey Mudd, Pitzer), which cooperate in a special limited manner. Each of the colleges is independent of one another and has its own President and Board of Trustees, as well as its own special emphases, for example, Harvey Mudd's concentration in engineering science. Those services which all five undergraduate colleges, as well as the Graduate Center, share are collected under the rubric of the University Center, whose President is also President of the Claremont Graduate School. The six Presidents meet regularly for the determination of policies that affect more than one of the institutions; one President assumes the additional title of Provost. The title rotates annually among the six men. Although members of the faculty are appointed to one of the six units, they often provide the teaching service to another unit.

II. ORGANIZATION AND STRUCTURE OF THE GRADUATE SCHOOL

After the President of the University Center, the chief academic and administrative officer of the Graduate School is the Dean. From 1960 through 1964 there was no permanent Dean, and during part of that period there was no permanent President. Many current characteristics, such as the high degree of faculty autonomy and self-direction and the heavy reliance on a nonprofessional staff in admissions, find their sources in that period.

In addition to the special structure of the schools at Claremont, the most obvious factor affecting the policies and procedures of the Graduate School is its relatively small size. The Graduate School admits approximately 300 new students each year and has a total enrollment of about 1200 students.

The Claremont Graduate School, established in 1925, offers advanced work leading to the Master's degree and the doctorate in the humanities, mathematics, biological sciences, social sciences, fine arts and education. It is important to note that the science programs are very few and train a small number of students. In biological sciences there are 12 students and as many members of the faculty; mathematics admitted its first graduate students for doctorate study in 1969; and psychology, included among the science departments at Claremont, enrolls approximately 30 students. As a result, Claremont Graduate School does not have the large commitment to laboratories and other facilities or large contracts and grants from the federal government which characterize most graduate schools in the country.

The body responsible for the development and ratification of the policies of the Graduate School is called the Graduate Council which is the executive arm of the Graduate Faculty. The Graduate Faculty is composed of the major administrative officers of the Claremont colleges, the members of the faculty appointed to the Graduate School, and all full-time members of the faculty of the undergraduate colleges above the rank of associate professor who teach part of the time at the graduate level. The Graduate Faculty has broad advisory and decision-making powers with regard to policy; it is responsible for "defining standards for admission to graduate study, fixing minimum requirements for the doctorate and Master's degrees in all fields, establishing an appropriate pattern of organization and procedure for the Graduate School." The Graduate Faculty meets in plenary session at least once a semester with the President or the Dean presiding.

The Graduate Council is constituted through appointment by the Dean of one regular member and one alternate for each field of study from nominees offered by the graduate faculty in that field. In addition, the Dean may appoint up to three members-at-large. The Dean serves as executive officer of the Graduate Council. The Council divides itself into various working committees:

A. Committee on Academic Procedures - Originally this committee reviewed each student's program because the Graduate School was devoted to the notion that an individual program was developed to meet the needs of individual students. Now, after the first arrangement proved administratively too time consuming and variable, the Committee reviews, with the staff help of an Assistant Dean, only those programs that need be granted exception to the general guidelines of the Graduate School.

B. The Committee on Academic Programs - This committee reviews the curricular and course offerings of the departments and develops new areas in which Claremont should establish graduate offerings. For example, the school has only recently added a graduate program in mathematics and, under the guidance of this committee, has applied for federal support to revitalize its East Asian language program.

C. The Curriculum Committee - This committee reviews in detail the courses offered under the various departments in the Graduate School.

D. The Fellowship Committee - This five-man committee is appointed annually by the Dean from among both the undergraduate (2 members) and graduate (3 members) faculties. The committee is considering future appointments of longer and overlapping duration so that some body of expertise will carry over from year to year. Such a change will require the approval of the Graduate Council.

   The Fellowship Committee's primary function is to advise the Dean concerning the distribution of the most prestigious fellowships among the departments. In effect, the Committee determines comparative quality among students ranked in order of desirability by their department. In addition, the Fellowship Committee decides at what point each source of funds is cut off in each department. In the past, the committee tried to develop a formula for the disbursement of funds (based on comparative departmental Ph.D.'s awarded), but they rejected the concept of a formula in favor of solving problems individually. In order to make distinctions among students from different departments, the committee developed an informal weighting based on the following four factors:

(a) Graduate Record Examinations Aptitude Test scores;

(b) Grade point average;

(c) Undergraduate institutions;

(d) Letters of recommendation.

The committee has considered such special problems as the support of foreign students, the support of students from minority backgrounds, and the use of the NSF weighted ranking scheme, but at present, most difficulties are settled by negotiation between the Dean and the departmental chairmen.

Office of the Dean of the Graduate School consists of the Dean, two Assistant Deans, and a number of specialized lower level staff members. One of the Assistant Deans works on academic development, that is, the evaluation of programs and the development of new programs. The other Assistant Dean is the Director of Student Services, consisting of responsibility for the Registrar, the admissions operation, maintenance of the files, the placement service, housing, and foreign students. Approximately six secretarial-level appointees assist in the Office of Student Services. The attached chart, Appendix A, provides a graphic representation of the organization of the Dean's office.*

III. GRADUATE SCHOOL ADMISSIONS POLICIES AND PROCEDURES

Policy. The general admissions policy of the Graduate School is one that encourages comparison among applicants for admission in order to find those who seem most able to perform with distinction at the graduate level. The only general requirement is "a bachelor's degree in a broad program of general education, granted by a college or university of recognized standing." Exceptions to this requirement can be made by the Dean and "conditional admission" may be granted. There is a general understanding that a 3.0 grade point average on a 4.0 scale is also a minimum requirement, but this is not specifically stated in the catalog, and no special approval or conditional admission is required for students to be admitted with lower averages.

All departmental decisions on admission are reviewed individually by the Dean who discusses disagreements with the departmental chairman or admissions committee. The ultimate authority for admissions policy is the Graduate Council, but no cases have been referred to it. The departments reported very few instances of disagreement with the Dean.

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* Since the visit a new Associate Dean has been added to the staff and the admissions functions transferred to him.

Approximately 900 applications were received for admission to graduate study for September, 1969. Of these, about 550 were admitted and some 300 enrolled. Admission was for both the Master's degree and the doctorate; admission is not limited to students who intend earning the doctorate, although several departments indicated that preference was given to such students.

Procedures. The procedures concerning the admission of students are straightforward. Completed applications (see Appendix B for sample) are returned to the office of the Assistant Dean for Student Services. A complete admissions folder includes a completed application form, three letters of reccommendation, complete transcripts from all undergraduate and previous graduate training, GRE scores as required by the various departments, and a $15 nonrefundable application fee.

At the present time, all but two departments require the GRE Aptitude Test. Next year the Graduate School plans to make this a requirement for admission for all departments.

The Admissions Secretary computes an overall undergraduate grade point average (GPA) on a uniform format for every applicant. This time-consuming procedure was found to be almost useless by most of the faculty admissions committees interviewed. The admissions dossiers are filed in the Admissions Secretary's office and the departments are notified as the folders are completed. Typically, the folders are not reviewed by the faculty committees until after February 15, the deadline for filing for fellowships. The review takes place in the administrative offices, and the central administration does not provide applicant admissions files to the departments.

If no fellowship is involved, a letter of admission or rejection is prepared by the Admissions Secretary's office, and it is sent, with the dossier, to the Dean for his review and signature. The material is then returned to the Admissions Secretary for mailing and filing. If a student accepts the offer of admission, he returns a prepaid card.

Data processing equipment is not used in the processing of applications to the graduate school, although equipment and personnel are available. When admission has been completed, and the student has accepted the offer of admission, the folder is forwarded to data processing where some statistical information is keypunched and sent to the central university computer (IBM 360/40) for entry onto tape. Data thus compiled are used for address labels and lists; descriptive printouts containing information such as GRE scores, GPA, and undergraduate institutions of admitted students are furnished to each department.

Facilities are not available within the admissions procedure for following up on missing application documents. The admissions office offers almost no counseling and can provide no information on the relative merits of lesser known institutions or foreign schools. They have no special staff for the evaluation of documents from foreign students; the Test of English as a Foreign Language (TOEFL) is required, with the cutting score being 500. No systematic attempt has been made to study the admissions policy on the variables used in making admissions decisions.

IV. GRADUATE SCHOOL FELLOWSHIP SELECTION POLICIES AND PROCEDURES

Policy. Fellowship aid is awarded on the basis of merit. This policy has been approved by the Graduate Council on the recommendation of the Dean, and under this policy individual financial aid decisions are made by the Dean and the chairmen in consultation. On continuing students' awards, need is an additional consideration since the amount of each award can vary.

Approximately 40 to 50 percent of the students are on some form of fellowship. As outlined earlier, the Dean and Fellowship Committee determine the distribution of major awards, and the Dean then determines the distribution of the remaining funds and the level of support for each student. The Dean acts on the basis of rankings of entering and continuing students compiled by various departmental committees. Although he has the authority to question the rankings, he rarely does so.

Procedures. No separate application is necessary for financial aid; the applicants are asked on the admissions form if they wish to be considered for financial aid. Returning students do need to submit an application for financial aid. As part of the admissions procedure, the departments rank the applicants in order of desirability and return the lists to the Admissions Secretary. She, in turn, forwards the appropriate dossiers to the Dean, who decides on the source and level of stipend on the basis of available funds, the policies developed by the Fellowship Committee, the needs of the department, and the student's rank.

Letters are prepared by the Fellowship Secretary for the Dean's signature. The signed letters are returned to the Fellowship Office, which office completes all the internal paper work connected with student financial aid except the drawing of checks. The award letters go to the student, his chairman, the Recorder, the student's sponsor, the financial aid secretary, and the Admissions Secretary. When a fellowship is vacated, the Dean assigns the replacement, occasionally on the recommendation of the department. There is no integration of various sources of financial aid. Any student who wishes to work while holding a fellowship needs the personal permission of the Dean.

The Fellowship Office issues the individual checks to students, though it does not draw them up. Checks are issued during the registration procedure. The Fellowship Office receives a balance sheet from the Business Office, but it is the Business Office which communicates directly with the federal government.

Any other student financial aid, such as loans, work-study programs, and so on is handled by the Financial Aid Office. The Office was aware of the sources of all the funds it disburses and referred all questions of policy origin to the Dean. The Office saw its role as dividing a limited amount of money among a large number of applicants and had developed a systematic and rigorous practice in order to avoid individual exceptions. No special weight in any of the financial aid programs was given to students from minority or disadvantaged background except those programs designed to train faculties of the state colleges.

V. DEPARTMENTAL POLICIES AND PROCEDURES

All of the departments visited shared a desire to attract the best possible students, those best able, by their varying methods of measurement, to engage in scholarly research and to teach. As can be expected, no department was satisfied with its ability to make adequate selections and attract all the students they most desired. Although no strict quotas exist, each department had an optimal number of students, considering the teaching and dissertation guidance load of the faculty, that it wished to admit. In general, departments could find the number of students they wanted, but all complained to varying degrees about the quality of some of their students. Departments differed somewhat in test requirements--English, History, Mathematics and Psychology required the GRE Advanced Tests as well as the Aptitude Test required by most departments--but their specified criteria were all rather similar. These consisted of undergraduate grade point average, the quality of the undergraduate institution, the letters of recommendation, test scores, student's essay as to why he wished to pursue graduate study, spread of undergraduate courses, and the quality of the specialized undergraduate work in the field.

The emphasis on a particular variable differed among the departments, but the general area of agreement was on the value of the letters of recommendation if one knew the sponsor, and the undergraduate work if one knew the school. No department had developed a predictive formula or a weighting arrangement. Only Psychology had ever made any study on the predictive values of the different admissions factors; the study was several years old (1963), and it tended to support the general accuracy of the GRE Advanced Test in the field. The departments agreed in their opinion that little or no admissions help was provided by the staff of the admissions office; the departments made limited use of the grade point average format compiled by that office, and felt they could not get adequate information on obscure or foreign schools from the office.

The method by which individual departments made their selections of students varied somewhat; but it usually resulted in the formation of a committee, often appointed by the department chairman, which used criteria for admitting similar to those used in ranking potential fellows. Only one department, Psychology, had students on the admissions committee. The general sentiment was that this was an improvement in procedure and should be encouraged. The two student members of the five-man committee are elected annually from among the advanced students; the faculty members have longer overlapping terms. The students participate fully in the work of the committee, including review of folders.

The Mathematics Department limits its admissions, with few exceptions, to the number of students it can support on its new development grant, because it recognizes the availability of funds for mathematicians in all graduate programs. The History Department has separate committees for admissions and financial aid, but each committee uses similar criteria in making its selections.

The Education Department's selection procedure involves an additional step requiring each potential student to be reviewed by the specialist in the Department in the area in which the student wishes to study. In effect, a member of the faculty must agree to sponsor the student before he can be admitted. In every case in which there is any difficulty, the Department arranges to interview the student.

Although the English Department has its admissions committee compile information on each applicant on its own special departmental forms and quantify the letters of recommendation, they admit to being "subjective" and rather casual in their knowledge of different schools. Like most departments in the Graduate School, little effort is made to recruit the best students, or to make rapid and early decisions on the admission and financial aid for those students it would most wish to have register.

While all departments recognized the role of the Dean in admissions and financial aid, each found a formula by which it could define its own conception of its needs with its sense of the central administration. Some felt that applicants largely preselect themselves and that, consequently, any significant concern with admissions was a waste of time. One department felt the Dean would cut off funds where he had to, but that it had unilateral power to determine its own admissions standards. Another presumed that, if the Dean wanted to attract students of minority backgrounds, he would suggest such policies as waiving the application fee, and until that time, they could and should do little. A third felt its best criterion was its feeling that an applicant showed some extraordinary quality, no matter how ordinary his other qualifications might be. Another felt that it could always get support for a student it really wanted by making strong appeals to the Dean. There was no sense of a policy of reaching out for the students the Graduate School most wanted to study at its institution.

Two special problems should be mentioned: first, that of the admission of students from minority backgrounds; and, second, the admission of foreign students. The recruitment of minority students received little attention from the departments. One department did write each student who applied to the Ford Foundation for its special fellowship, but could not make any assurances of support to the needy. A small number of such students were admitted, but for the most part they did not receive financial aid and were unable to attend. Those who registered were usually able to pay their own way or, in the Education Department, were supported through a special program of part-time work at a neighboring institution while studying at Claremont. In the fall of 1969, each black student, with the exception of one, whom the department refused to recommend for student aid received a waiver of tuition provided there was knowledge that he was a member of a minority group. All tuition waivers, except for foreign students, will be abolished next year. However, it is expected that those students who were on assistantships or held tuition waivers will be able to receive state fellowships.

Foreign students present a special problem because of the limited financial aid available. Foreign students admitted without support from the Graduate School are required to demonstrate their ability to pay before final admission. In addition, the lack of expertise in evaluating documents from foreign institutions makes admission even more difficult; yet the Dean reports that in the past faculty members have disregarded attempts to provide qualitative evaluations of foreign institutions.

VI. CONCLUSION

The admissions policies and procedures at Claremont are designed with the hope of attracting the best qualified of applicants, though the evaluation of these qualities is casual. Little or no central help is provided beyond the computing of grade point averages and the gathering of documents. The departmental decisions, whatever the machinery for arriving at them, are subjective and have almost never been analyzed.

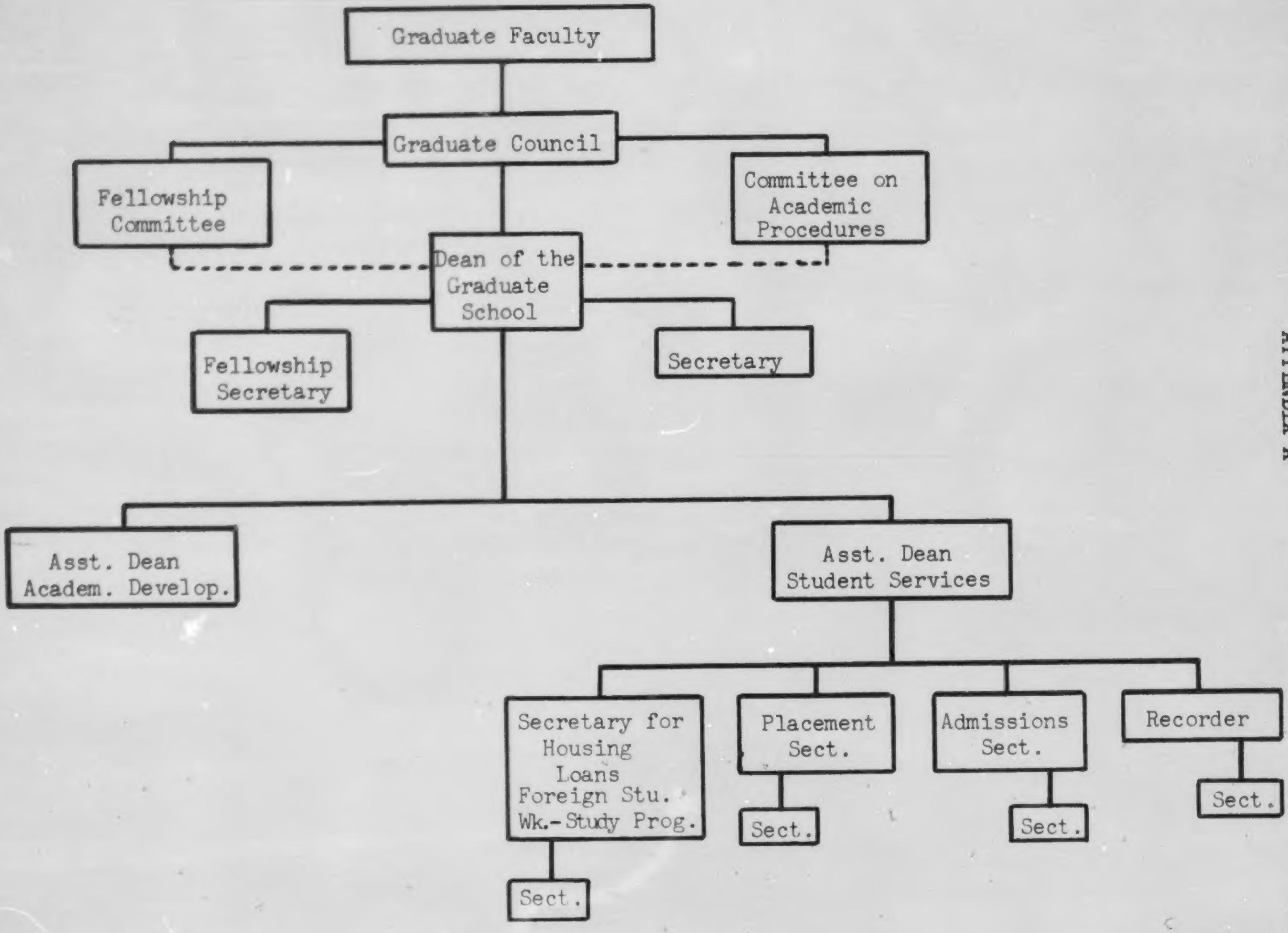
The Dean rarely exercises any of his strong central authority in admissions procedures, but does play an important role in disbursement of financial aid resources. Though aided in his decisions by the Fellowship Committee, the Dean assumes direct and detailed responsibility for an extraordinarily wide range of operations.

The Claremont Graduate School is, because of its structural relationship to the undergraduate colleges in the Claremont group, a special phenomenon in higher education. One might well ask if the structure would work at all if it were any larger. The school has been very successful in projecting an image of faculty concern and student quality. Students share this view of the school and argue that a degree of administrative looseness is a small price to pay for their sense of belonging and the faculty's concern for them. It is small size, again, that maintains contentment.

The size of the departments does, in fact, allow direct concern with each of the students. One of the largest departments writes an individual letter annually to each student summarizing a faculty discussion of his strengths and weaknesses. Conversely, the small size of the school also allows a casualness about matters of administration and policy which would be chaotic in a larger graduate school. The lack of delegation of responsibilities by the Dean, problems in attracting and holding administrative staff due to low administrative salary scale, the nonprofessional quality of many of the lower level administrative staff: all are part of the picture of admission and fellowship selection at Claremont.

Richard L. Burns
Richard C. Robey

APPENDIX A


Graduate Faculty
Graduate Council
Fellowship Committee
Committee on Academic Procedures
Dean of the Graduate School
Fellowship Secretary
Secretary
Asst. Dean Academ. Develop.
Asst. Dean Student Services
Secretary for Housing Loans Foreign Stu. Wk.-Study Prog.
Placement Sect.
Admissions Sect.
Recorder
Sect.
Sect.
Sect.
Sect.

APPENDIX B

CLAREMONT GRADUATE SCHOOL

Claremont, California 91711

Deadline for receipt of completed applications for fall admission with fellowship: February 15.
Deadline for receipt of completed applications for spring semester: November 15.

Date........

Term in which you plan to begin study?........

Full Time........ Part Time........

Have you made previous application to Claremont Graduate School?........

Have you attended the Claremont Summer Session?

........Year........

An application fee of $15.00 (nonrefundable) must accompany this form.

Application for Admission

PLEASE PRINT OR TYPE

Name Mr. / Miss / Mrs. .... Last name .... First .... Middle .... Maiden Name .... Age........

Present Address........ Zip Code .... Phone........

Permanent Address........ Zip Code .... Phone........

Birthplace........ ....Birth Date........ Citizenship........

Single........ Married........ Widowed........ Divorced........ Number of Children........ Ages........

Draft Status........Social Security No........

Colleges Attended (last one first)	*Dates*	*Degrees*	*Major and Minor(s)*

1. Proposed field of Study

A. (In fields other than Art) List sub-field concentrations in which you are interested.

B. (In field of Art) Probable major

Probable minor

C. Degree sought at Claremont

____ Masters (M.A., M.B.E., M.I.S.)
____ Master of Fine Arts
____ Doctorate (Ph.D.)
____ None

**Brochure on request*

D. If you are also an applicant for an internship program, check appropriate specialization:

____ Elementary teaching internship program*†

____ Secondary teaching internship program*†

____ Administrative nternship program*†

†Must have or be willing to earn the Master's Degree

2. List any academic honors, awards or scholarships you have received, and any publications you have

3. Describe any full-time teaching or research in which you have been or are engaged

4. Foreign Language Skills: (Mark: "Fluent" - "Average" - "Passable")

Language	*Read*	*Speak*	*Write*	*How was skill acquired?*

5. If your application is in a Fine Arts field, give details of special training, travel, exhibits or performances which will be of aid in evaluating your application..

....

....

....

6. List below standardized U. S. Graduate admission tests taken: i.e. GRE, MAT:

Test	*Latest date taken – (or to be taken)*	*Score*

7. On a separate sheet submit a short statement (not over two pages) of your reasons for pursuing graduate study. (Not necessary for Business Economics)

8. List at least three faculty members who know your qualifications and will write recommendations on your behalf. (See page 4, #4) It is the responsibility of the student to see that the referees return the reference forms to the Graduate School.

....

....

....

....

9. Fellowship or Assistantship (Intern applicants not eligible)

_____ check here, if you wish to be considered for a fellowship or assistantship.

....
Signature of Applicant

RESIDENTS OF CALIFORNIA are urged to apply for a California State Graduate Fellowship. For application forms write directly to: Executive Director, State Scholarship and Loan Commission, 520 Capitol Mall, Sacramento, California 95814.

ITEMS TO BE SUPPLIED BY APPLICANT

1. *Official* transcripts of all undergraduate and graduate work must be sent directly to Claremont Graduate School from the institution where the work was done. Unofficial or student trancripts are not acceptable. A final transcript, showing a degree received from another institution, must be sent prior to registration.

2. $15.00 application fee (non-refundable) must accompany the application.

3. A biographical statement of not more than two pages including information on academic interests, plans and career objectives (see page 3. #7) should be included.

4. The enclosed references must be distributed to at least three (and no more than five) *faculty* members with whom the applicant has studied. In the Internship Programs or in Business Economics, at least two references should come from *faculty* members; additional references may come either from *faculty* or from persons qualified to evaluate the applicant's personal characteristics and professional capacities.

5. Applicants for the M.F.A. and the M.A. in Art must submit a portfolio of work. This may be in the form of original works, colored slides or photographs, brought or sent to the Art Office, Lang Art Building, Claremont, accompanied by return postage and insured.

6. Applicants in Psychology must submit the score on the Miller Analogies Test, the Aptitude Test and the Advanced Test of the Graduate Record Examination. (See No. 11 and No. 12)

7. Applicants in Education must submit scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examination. (See No. 11 and No. 12)

8. Applicants in Anthropology, Economics, English and American Literature, History, Mathematics, Philosophy and Sociology must submit scores on both the Aptitudt and Advanced Tests of the Graduate Record Examination. (See No. 11)

9. Applicants in Asian Studies, Botany, Business Economics, Government, International Relations, and Religion need submit the score on the Aptitude Test only of the Graduate Record Examination. (See No. 11)

10. All interns must meet the requirements for entrance in Education. In addition, secondary interns planning to take their M.A. in a field other than Education must meet the entrance requirements of that field. A personal interview is required of applicants for all internship programs.

11. Graduate Record Examination information and applications may be had from any college, from Educational Testing Service, Princeton, New Jersey, or Berkeley, California, or upon request from the Admission Office, Claremont Graduate School. The Educational Testing Service must receive completed applications at least fifteen days prior to the examination date. It is not necessary to repeat a test taken within the last three years. STUDENTS APPLYING FOR FALL ADMISSION IN FIELDS REQUIRING THE G. R. E. SHOULD PLAN TO TAKE THE EXAMINATION BY THE PREVIOUS JANUARY AT THE LATEST.

12. The Miller Analogies Test may be taken through the testing office or Psychology department of almost all colleges. Local applicants may arrange to take it at the Claremont Graduate School.

Return all Materials to:

Office of Admission
Claremont Graduate School
Claremont, California 91711

STANDARD GRADUATE PERSONAL REFERENCE FORM

APPLICANT FILL OUT

Please send to: Graduate Admissions Office

Institution CLAREMONT GRADUATE SCHOOL

Address McManus Hall 131, Claremont, California, 91711

Applicant for admission to: ______________________
department or program

Applicant's Name ______________________ Degree Sought ________
(last or family) (first) (middle) (before marriage)

Please list courses taken with the person filling out this reference.

Course Number	Course Title	When Taken	Grade

Please give other personal contacts with person giving reference.

Would you please fill out this personal reference form and return it to the address indicated above as soon as possible? If you would prefer you may write a separate letter instead and attach to this form and complete signature section at bottom of page two. If you do not know this student well, please feel free to say so; such frankness will not prejudice the candidate's chance of admission. (If you do not know the student well enough to give him a recommendation, check here ☐)

1. *Summary Evaluation:* Overall scholarly ability. In comparison with a representative group (see note below) of students in the same field who have had approximately the same amount of experience and training, how do you rate the applicant in GENERAL SCHOLARLY ABILITY:

☐ Outstanding.	(Comparable to the best student in current class, highest 5%.)
☐ Very good.	(Next highest 10%.)
☐ Good.	(Ability easily identifiable, in upper 25%.)
☐ Average.	(Upper 50%.)
☐ Below Average	

Note: Please check the educational level of the representative group with whom the applicant is compared:
____College juniors ____College seniors ____First year graduate students ____Advanced graduate students

2. Some gifted individuals make mediocre scholastic records. In your opinion, is the applicant's scholastic record, as you know it, an accurate index of his scholastic ability? ____Yes, ____No, ____Don't know. If your answer is "No," please explain briefly, possibly giving consideration to the applicant's performance in independent study or in research participation programs.

Personal Reference for ______________________________
(name of student)

3. Do you know of any matters related to character and responsibility or to physical and mental health which should be considered by an admissions committee or will have to be taken into account in planning for the student's graduate work?

4. What is your estimate of the applicant's promise as a graduate student? (Give views on such matters as previous accomplishments, intellectual independence, capacity for analytical thinking, ability to work with others, ability to organize and express ideas clearly in writing and orally, drive and motivation.)

5. I would be pleased to have the applicant working under my direction as a:
☐ research assistant, ☐ teaching assistant, ☐ fellow, ☐ master's candidate, ☐ doctoral dissertation candidate,
☐ other ______________________________

6.

Recommendation for Admission	Doctoral Program	Master's Program	Other Program (Please Specify)
I would strongly recommend for			
I would recommend for			
I would recommend with reservations for			
I would not recommend for			

Signature ______________________________ Date ______________

Name printed or typed ______________________________ Institution ______________

Title ______________________________ Address ______________

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KENT STATE UNIVERSITY

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KENT STATE UNIVERSITY

Graduate Admissions and Fellowship Selection Policies and Procedures

I. INTRODUCTION

Kent State University was included in the institutions to be visited in the case study phase of this project primarily because it represents an institution which has moved into graduate education at the doctorate level fairly recently, and because it reflects a somewhat more "open door" philosophy than the other institutions in the study. The policies and procedures at Kent State reflect these two characteristics in many ways.

Kent's involvement in graduate education is not new; study at the master's level has been available in all departments since 1935. In 1961 five doctoral programs were initiated in Biological Science, Chemistry, Education, English, and History. Currently there are fourteen doctoral programs with a timetable developed for the creation of six more programs by 1975. This timetable has been established by the Graduate Council at Kent State using the following criteria: need, input, own strength, interest on the part of the department, strong master's program, cluster principle (allied fields). (See Appendix A for list of programs and timetable.) Thus far Kent has awarded 149 doctorates and 8,294 master's degrees, the past academic year accounting for 57 of the doctorates and 976 of the master's degrees.

The enrollment at Kent is estimated at 27,000 (including the students at the branch campuses), approximately 2,500 of whom are graduate students. Under the Master Plan for the state universities established in 1966, the campus at Kent will accommodate 20,000 "full-time equivalents" with the stress on upper level undergraduate and graduate education (35% freshman-sophomore; 50% junior-senior; 15% graduate).

Kent, like all state institutions of higher learning in Ohio, is funded on a uniform basis with a range of from $350 for freshmen and sophomores (full time equivalent) to $4,800 for doctoral students (full-time equivalent). Thus, while only 9.3% of the total enrollment was graduate in the 1968-69 academic year, 26.6% of the state subsidy for the same period was for graduate education.

II. ORGANIZATION AND STRUCTURE OF THE GRADUATE SCHOOL

Kent State University is maintained by the State of Ohio, controlled by a board of nine trustees appointed by the governor, subject to the confirmation of the State Senate. In 1963, the Ohio Board of Regents was established by the governor with its membership appointed by him to be advisory to the state and consultative to the universities. This Board in 1966 developed a Master Plan for higher education in the state and a uniform system of funding for state institutions.

As a part of the Master Plan, new graduate programs require approval of the Regents. Proposals must be submitted a year before the biennium in which they are to be initiated. All proposals are reviewed by the Graduate Advisory Board made up of the deans of the graduate schools of the twelve institutions under the control of the Regents. The Advisory Board reviews the proposals individually and votes on a recommendation to the Chancellor to the Regents, who in turn takes the proposal to the Board of Regents.

The Graduate School at Kent is one of seven colleges making up the University and is headed by a Dean. The current Dean has been in his position for approximately a year and a half. He is assisted by an Associate and an Assistant Dean. (See Appendix B for organizational chart.) The Dean is generally responsible for the operation of the Graduate School, including the research arm of the University. To assist in the operation, the Associate and Assistant Deans have their responsibilities roughly divided into the operation of the graduate school for the former and the conduct of research matters for the latter. A notable exception, however, is the assignment of graduate admissions and records to the Assistant Dean.

The Graduate Council is the policy-making body of the Graduate School. Its membership consists of the Dean, the Associate Dean, the collegial (undergraduate) deans, one elected representative of each graduate department (26), and one graduate student. The department representatives are elected by the departments to three-year terms and must be full members of the graduate faculty. The student member is a voting member. The Council meets once a month with the Dean serving as Chairman. There are currently four standing committees: Curricula, Faculty, Graduate Student Affairs, and Rules and Regulations. A fifth committee on Planning is being proposed.

Membership on the graduate faculty is of two types: members and associate members. Associate members teach, on a restricted basis, while members teach and advise master's theses. The right to advise doctoral dissertations is a decision at the department level. The graduate faculty meets as a group only occasionally.

The Assistant Dean has responsibility for the admissions operation and for the maintenance of graduate school records. To assist him in this operation, he has a staff of sub-professional assistants supervised by an Administrative Assistant who is a full-time civil service employee and who acts as assistant to the Dean and manager of the office. The staff consists of a Pre-Admissions Secretary, a Statistician, an Admissions Secretary, a Foreign Student Secretary, and a Graduation Secretary.

III. GRADUATE SCHOOL ADMISSIONS POLICIES AND PROCEDURES

Policy. The general admissions policy of the graduate school is one of admission of all applicants who meet certain specified minimum requirements. While the individual departments may also set additional or higher requirements which the applicants must meet, they may not establish lower standards on a routine basis. Thus, the institution operates from a basic philosophy of admitting for an opportunity for graduate study all those who are qualified on the standards set by the institution. While the minimum standards are set by the Graduate Council, the actual basis for the particular standards presently in effect is not readily available.

The current Graduate School Bulletin (1969-70) lists five conditions for admission which might be regarded as the policy statement of the Graduate School with regard to admission:

A. Hold the bachelor's degree or equivalent from an accredited college or university;

B. Have a cumulative overall grade-point-average of at least 2.5 (the minimum, especially in the major, may be higher);

C. Have taken the appropriate admissions test, if any (consult the departmental listings in the catalog);

D. Have filed the application for admission and have had colleges send transcripts to the Graduate School;

E. Meet special requirements, if any, of the department in which they wish to major.

The major decision regarding admissions rests with the department. If the minimal conditions are met, a departmental recommendation for admission is normally routinely processed. A department may, however, establish higher minimum admissions standards, and may do so, especially for the Ph.D. While the 2.5 GPA exists as a minimum, it is not envisioned as rigid. However, exceptions to it require the approval of the Assistant Dean and commonly involve conditional requirements.

While the Graduate School has not established quotas for enrollment, the state has recently set quotas not on the number that can be admitted for graduate study, but on the number of enrolled students for whom the state will provide funds. If this policy is continued, the University may be forced to establish quotas which, in turn, may require a complete reevaluation of the admissions policy of the graduate school. Some departments have established quotas for themselves in terms of available faculty, though there does not appear to be a strong trend in this direction at present.

Statistical information on the number of students applied, admitted and enrolled for a particular year are difficult to determine and interpret, since students may apply at any time for any future admissions period and records are not kept separately by admissions period and because the emphasis is on the number who accept offers of admission, not on the number who apply. Thus, in 1968-69, 3,771 applications for admission to master's programs were received. Of these, 2,671 were accepted and 1,100 were refused admission.

Procedures. To be considered for admission the applicant must file an application for admission (Appendix C), two copies of all transcripts, three letters of reference, health certificate and application fee ($10.00). Test data are required by a number of departments, and the specific requirements are listed in the Graduate School Bulletin.

A preliminary application is required for foreign applicants, and the Assistant Dean may reject a foreign applicant on the basis of preliminary application. TOEFL scores are required of all foreign applicants whose native language is not English. A minimum score of 500 is required for admission. If this is not reached, foreign students are denied admission automatically without referring the folder to the department. The most recent TOEFL score is used. The existence and nature of this minimum is not communicated to the student in Graduate School publications at the present time.

All applications other than foreign are received by the Pre-Admissions Secretary, who checks for completeness and monitors completing of the file. When the folder is complete, a record is made of its existence and the folder is forwarded to the Statistician. The Statistician computes the necessary undergraduate and graduate averages according to instructions supplied by the departments, i.e., some departments also wish to have a major field GPA. If the applicant does not meet the minimum GPA requirement of the department and/or the Graduate School, some departments have authorized the Statistician to automatically reject the applicant. However, this does not appear to be the common practice.

When the Statistician has completed her work, and if the student is to be considered further, the folder is sent to the department. No attempt is made to offer advice to the department regarding admission. The departments review the folder and return it to the Admissions Secretary with their decision. If the applicant meets the minimum standards of the Graduate School and is admitted by the department, a form type admission letter is prepared by the Admissions Secretary and sent out over the Dean's name. If he does not meet the minimum requirement and admission is recommended, it is referred to the Assistant Dean. Admissions below the minimum standard set by the department that are higher than the Graduate School standard are not reviewed by the Graduate School office. Some departments write unofficial admission and rejection letters prior to the letter from the Dean.

An applicant who is rejected may petition the Graduate Coordinator or chairman of the department to which he applied for reconsideration of his application by the department Graduate Studies Committee. He may appear for an interview with the department chairman in this circumstance. If the department chairman wishes to support admission after the interview, he usually submits the case to the department committee for consideration to decide whether to recommend favorable action.

Graduate admissions and the maintenance of graduate admissions records are only incidentally related to the undergraduate admissions office. The Director of Admissions has a foreign credentials analyst. Since the Graduate School would not have sufficient volume to justify a similar appointment, this person provides service for both graduate and undergraduate foreign admissions upon request.

At the present time, data processing procedures are little used in the admissions process other than in some record keeping after the fact. However, extensive data processing facilities do exist and rather detailed plans are being made to make heavy use of the equipment in the future with the higher administration of the University committed to making changes in 1970.

The proposed plan calls for the creation of a tape record of the application at the time it is completed and for the computer to assist in the generation of acceptance and rejection notices, housing contracts, etc., from the central data processing file. Such a procedure might involve centralizing all contacts about admissions with the Office of the Director of Admissions.

IV. GRADUATE SCHOOL FELLOWSHIP SELECTION POLICIES AND PROCEDURES

Policy. The general policy for providing aid to graduate students appears to be to provide a standard amount of aid in the form of either service or non-service awards to as many students as possible, recognizing that a relatively large number of students, particularly at the master's level, will receive no aid. It also recognizes the fact that a fairly large number of the students will hold full- or part-time employment outside the University.

Service appointments include graduate assistantships, research assistantships, teaching fellowships and student personnel assistantships. Teaching Fellowships are restricted to doctoral students. Research Assistantships are for work on projects financed by an outside agency, with the Research Assistants selected by the professor responsible for the project. The magnitude of the support provided by the service appointments has a fixed minimum and includes remission of out-of-state tuition and registration fees.

Non-service appointments include NDEA, NSF and other outside grants, plus University Fellowships which are based on University monies. These awards also carry a fixed range of support.

The allocation of funds for Graduate Assistantships is made to the departments by the Associate Dean. The departments have control over the selection of recipients of these awards.

The allocation of Teaching Fellowships depends in part upon the teaching requirements of the undergraduate colleges, and the funding level is established in cooperation with the deans of the undergraduate colleges.

While the admission to graduate study is made on the basis of meeting minimum standards, the awarding of financial aid does involve the comparison of students on a variety of criteria.

The awarding of financial aid is based on merit although, if two candidates are equally qualified, need would be considered. The bulk of the non-service awards are made to doctoral students.

Approximately 50% of the graduate students are on appointment. Of these, 75% are on service appointments.

Procedure. Application for financial assistance is made through the fourth copy of the application for admission. The selection of candidates for service awards rests with the departments. Non-service awards are made basically through the Graduate School, utilizing an all-University selection panel. The panel is composed of the Associate Dean and representatives from each department involved. A few awards, such as a Satterfield Fellowship in English, are completely up to the department. In addition, each department is allowed one University Fellowship which it can award on its own. The remainder are chosen through selection panels.

Nomination forms are made out by the department and the applicant. The department representative speaks on behalf of the department. The panel ranks students regardless of field with the GPA and test results being the primary basis for comparing across fields. Awards are made in accordance with the ranking.

V. DEPARTMENTAL POLICIES AND PROCEDURES

Policy. The three departments visited, English, History and Chemistry, each had established additional requirements for admission beyond those set by the Graduate School. However, all operated essentially within the framework of minimum standards, although standards varied from those of the Graduate School and from department to department. None of the departments sought to make comparative admissions decisions above the minimum requirements; however, the interpretation of the minimum requirements allows for some flexibility and for the subjective interpretation of such things as "good recommendations."

In general, the approach of the department seemed to be consistent with that of the Graduate School, i.e., to admit insofar as possible all the applicants who would appear able to handle the graduate program and to profit from it. There was a greater recognition in the departments of a distinction between master's and doctorate applicants, and minimum standards were generally higher for doctoral applicants.

In the case of selection of students to receive financial assistance, either service or non-service, there was a much greater emphasis on the comparison of students and rankings. Again, the recognition that financial aid was a prominent factor in attracting doctoral students was reflected in the concern with selecting students at this level for aid. In Chemistry, for example, it was considered to be the real admissions; i.e., while many students might be admitted, most were unlikely to come unless given financial aid. This was less true for English and History. This is probably more of a reflection of the differences in field rather than of Kent State, however.

The criteria used by the departments in making their admissions and aid selection decisions involve the following:

A. Undergraduate overall Grade Point Average (GPA)
B. Undergraduate major field GPA
C. GRE scores when available and/or required
D. Letters of recommendation
E. Nature of courses taken

There appeared to be considerable flexibility of interpretation of the meaning of these data and of application of minimum standards. In general, the approach was a total one of looking at all the information and making a subjective judgment. No validity studies have been completed on how well existing admission or fellowship selection criteria are working. There seems to be a general sense of satisfaction among departments that the results of their selection efforts seem to be as good as, or better than, that of others engaged in similar selection. With the exception of Chemistry, the departments had very little information available to describe their activity relative to admission and financial aid. In response to questions about volume of applicants or number admitted, vague guesses were typically given. The data are available in the Graduate School Office, however.

The information about financial aid selection seemed to be more complete and exact, which is probably because the faculties see the admissions decision as an exercise in checking that minimum standards are met and see the really important decision as that involving financial aid.

The English Department requires the Advanced Test in Literature in English as a requirement for graduation with an advanced degree. A minimum score of 520 has been established. At the time of the interview, the department was not able to indicate the rationale for this minimum. Subsequently, examination of the national norms and a study of the practices of other institutions were indicated as the reasons.

The English Department also expressed some concern about the foreign language requirement being considered at the time of admission. That is not to say that it must be met then, but rather that those students who do not show foreign language preparation on their transcript are encouraged to take the GSFLT and obtain a score of 500 or better prior to application.

Admissions and Fellowship Selection Procedures. Among the departments visited there was a certain communality in the manner in which the departments went about the business of selecting students for admission and financial aid. All three departments employed a committee to review applications and make decisions or recommendations. The composition and method of operation varies somewhat, but the basic approach is the same.

Two of the departments, English and Chemistry, have a student on the committee. In the case of Chemistry, the student does not participate in discussions about individual students but only in policy matters. The English Department has not yet decided on the exact role the student will play. Both involvements of students are new and resulted from an appeal from the Dean to involve students in the operation of the departments and the Graduate School.

The Graduate Study Committee for English consists of a chairman appointed by the department chairman in consultation with the previous committee, minus its chairman, plus two members appointed by the department chairman and two elected by the English faculty. The student member is the President of the English Graduate Student Association and is labeled a "visiting participant." The Committee can establish admissions policy subject to review by the department chairman and Executive Committee of the department. Applications are received by the Chairman of the Committee, who puts a cover sheet on the folder and circulates it to the Committee. If the Committee agrees, the Chairman transmits the decision to the Admissions Secretary. If they disagree, the Committee meets to discuss the applicant. Applicants for financial aid are considered separately and ranked by the Committee. The top ten or so are slated for non-service awards, the remainder for service awards.

History uses a Graduate Programs Committee, a six-member faculty Committee appointed by the department chairman for one-year terms. The Chairman of the Committee deals with most admissions to master's programs himself, only consulting the Committee if there is a special situation. Doctoral application folders are circulated to all members of the Committee for review and rated for financial aid purposes. The Committee meets to review and agree on final list. If GRE scores are available, they would be considered. If the scores are high, they can be a significant factor; if low, they would be less significant.

Chemistry employs a six-man Committee appointed by the Chairman to three-year staggered terms; one member represents each sub-discipline. A student appointed by the Chairman serves on the Committee for policy discussion only. The Chemistry Department is particularly interested in foreign students, probably because one of the Committee is an Indian. Admissions policy recommended by the Committee must be approved by the graduate faculty.

All three departments expressed concern about minority student recruiting. English indicated that it tried to recruit minority students through the list provided by the Ford Foundation. They indicated that they would not yield on the minimum entrance standards which they had established although they might consider financial aid on the basis of the minimum admission standard being met. History has a number of minority students. They attribute their ability to recruit minority students to the fact that they have on their staff an authority in Black history. The usual admission standards were met, and the students were given no special consideration at the point of application. Chemistry indicated that it would take any Negro applicant even if it meant that they would have to make concessions on admission standards. They stated definitely, however, that they would not be willing to compromise the standards required for the awarding of the degree.

Two students from each of the three departments were interviewed. The students expressed considerable satisfaction with and approval of the manner in which their admissions had been handled. They were particularly impressed with the "humane" and "individual" treatment they received: the individual attention in the form of phone calls and letters regarding their individual situations, and the speed with which they received word of admission. The students confirmed the faculty opinion that the decision on financial aid and admissions are much the same thing in determining where to go to graduate school. However, since all the students interviewed were on some form of aid, this may be a biased view.

Several of the students had had unsatisfactory experiences at other graduate schools, particularly regarding a feeling of being lost and neglected by their professors. They felt Kent State had avoided any such problems.

Did the students believe that a relatively "open door" admission policy showed in the level of competition? They were generally agreed that the graduate student population was less homogeneous than at an institution with a more restrictive admission policy and that the level of competition was affected. One of them offered an illustration by saying that in a class of 20 students you would find 10 who could compete anywhere, 5 who might be in trouble, and 5 who shouldn't be involved in graduate study.

What about the students' representation in the University and within the departments? They did have a voting member on the Graduate Council. English had plans for student involvement in admissions and fellowship selection.

The graduate students in Chemistry have an elected representative on the Graduate Studies Committee, although he is included only in discussions of policy; he is not included in the discussions of individual students or applicants. The students pointed to problems in representation. They are still students and want to avoid a "black ball situation." They had real hesitation about passing judgment on their colleagues and/or potential colleagues. Only one student present (out of 6) indicated that he would want to be included in the discussion of individual cases.

VI. CONCLUSION

The Kent State Graduate School represents an emerging and rapidly expanding Ph.D. program built on the base of an established master's program. Its admissions office operates in a relatively open setting through a system of minimum standards and departmental recommendations. Most departments set admissions standards higher than the minimum. Few guidelines and limited direction or assistance are provided by the Graduate School for admissions. Beyond computing GPA and completing and monitoring applications, little admissions support is given; admissions decisions are, for the most part, in the hands of the department. However, since the admission decisions are basically not of a competitive nature, the financial aid decisions are the crucial ones.

The relatively open system currently in operation is presently being threatened by state quotas on number of students to be funded, as recently established by the Board of Regents. If the quotas are maintained, a general increase in the need for selectivity is almost inevitable. If it becomes necessary to cut back on the number of students who can be admitted, higher minimum standards must be developed or a new system involving competitive comparisons must be considered.

Richard L. Burns
Andrew Hein

APPENDIX A

October, 1969

TIMETABLE FOR INITIATING KENT STATE UNIVERSITY DOCTORAL PROGRAMS

1961	Biological Sciences; Chemistry; Education; English; History
1962	
1963	
1964	
1965	Psychology
1966	Business Administration
1967	HPE (Applied Physiology); Solid State Physics
1968	Geography; Speech
1969	Political Science; Expand Physics
1970	Mathematics
1971	Music; Sociology (Cooperative with Akron)
1972	Economics; Expand HPE
1973	Library Science
1974	Geology
1975	

Interdisciplinary Programs

1962	Chemical Physics
1965	Educational Psychology

Accreditation

NCA: Full: Biological Sciences; Chemistry; Chemical Physics; Education; Educational Psychology; English; History; Psychology

Preliminary: Business Administration; Geography; HPE (Applied Physiology); Physics; Political Science; Speech

NCATE: Education

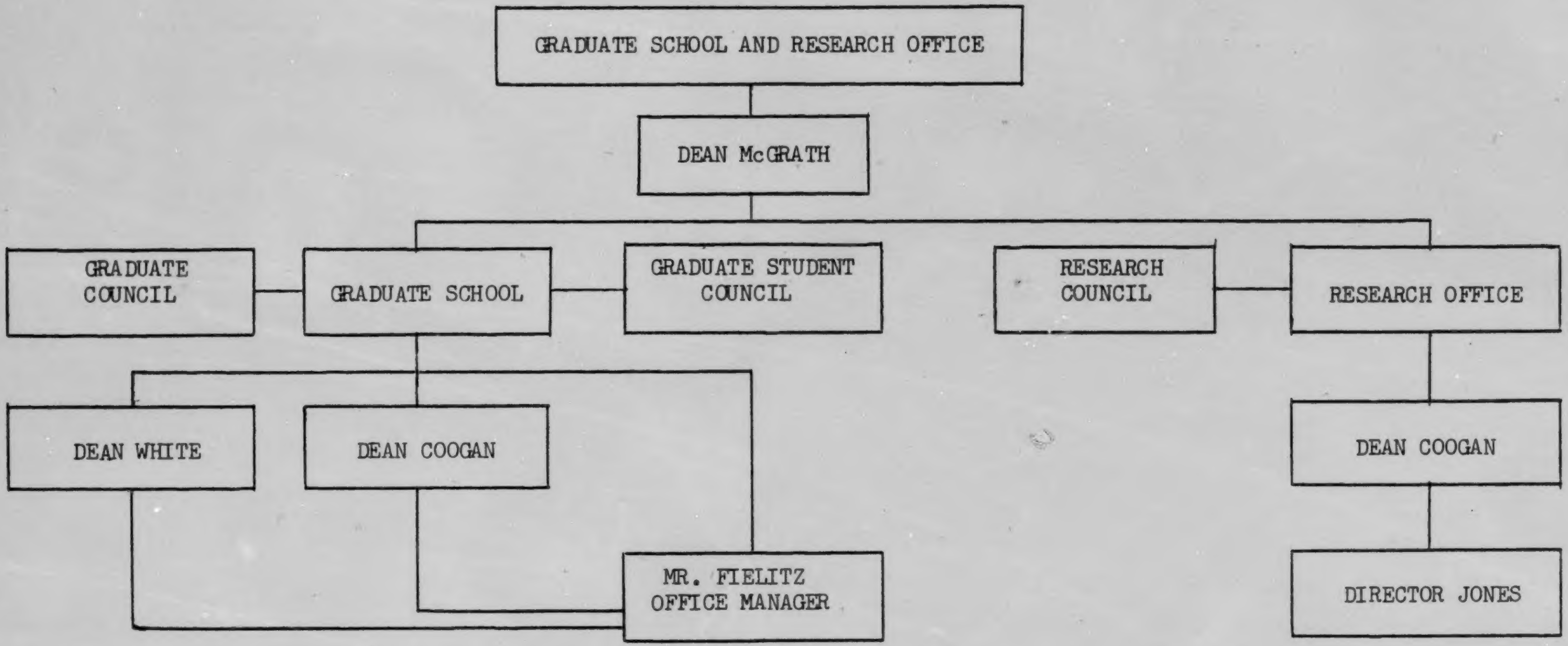
American Association of Schools of Business: Business Administration

National Association of Schools of Music: Music

American Chemical Society: Chemistry

American Library Association: Library Science

APPENDIX B


GRADUATE SCHOOL AND RESEARCH OFFICE
DEAN McGRATH
GRADUATE COUNCIL
GRADUATE SCHOOL
GRADUATE STUDENT COUNCIL
RESEARCH COUNCIL
RESEARCH OFFICE
DEAN WHITE
DEAN COOGAN
DEAN COOGAN
MR. FIELITZ OFFICE MANAGER
DIRECTOR JONES

INSTRUCTIONS FOR COMPLETING THE ATTACHED FORMS

(Please follow the instructions carefully. If papers are not properly prepared and directed, action on your application may be greatly delayed.)

The attached form serves as an application both for admission and for graduate appointment, if desired. It should be returned in TRIPLICATE (QUADRUPLICATE if you are applying for a graduate appointment) to the *Dean of the Graduate School.* Neat carbon copies for second, third, and fourth copies of this form are acceptable.

A check or money order for five dollars ($5.00) should accompany the application and will not be returned. This fee is not required of an applicant whose last university of attendance is Kent State University.

THE FOLLOWING CREDENTIALS MUST ALSO BE SENT:

IF YOU ARE APPLYING FOR ADMISSION ONLY

1. Two official transcripts of academic work from *each* college or university (except Kent State University) in which six quarter hours or more are earned. Send these directly to the Graduate School. You should note that official transcripts are required from all schools attended and that the Graduate School will secure a copy of only those credits which were *earned at Kent State University. You will need to request transcripts of all other universities or colleges even if you transferred to Kent State University.*
2. Three confidential letters of recommendation on the attached forms, to be sent to the Graduate School by the persons recommending you. (These are not required of applicants for "Special non-degree" admission.)

IF YOU ARE APPLYING FOR BOTH ADMISSION AND GRADUATE APPOINTMENT

1. Two official transcripts of academic work from *each* college or university in which you earned six quarter hours or more. Have one copy sent directly to the Graduate School and the other to the department in which the appointment is sought. *For work taken at Kent State University,* you need arrange only to have a transcript sent to the department; the Graduate School will secure its own transcript of credits earned at Kent State University. *You will need to request transcripts from all other universities or colleges attended, even if you transferred to Kent State University.*
2. Three confidential letters on the attached forms. Send these to the department in which you seek an appointment.

ALL APPLICANTS MUST SUBMIT THE STUDENT HEALTH QUESTIONNAIRE FORM AT THE SAME TIME THE APPLICATION FOR ADMISSION IS SENT TO THE GRADUATE SCHOOL.

Applications for admission should be filed AT LEAST ONE MONTH BEFORE REGISTRATION, except for period January 1 to March 15 when applications should be submitted six weeks before registration. Applications for graduate appointment should be filed by the deadlines listed on the reverse side of the application form.

You will be notified as soon as action on your application is completed, usually within a month. Applications submitted between January 1 and March 15 may take somewhat longer. For prompt action apply early.

PS-0087

KENT STATE UNIVERSITY
GRADUATE SCHOOL
KENT, OHIO

This application is for:
☐ admission only (3 copies needed)
☐ admission and graduate appointment
(4 copies needed, 3 white & one yellow)

APPLICATION FOR ADMISSION AND GRADUATE APPOINTMENT

I. APPLICATION FOR ADMISSION

1. This application is for the following degree or other program. (Please consult the *Graduate School Catalog,* particularly those sections concerning your field of interest, before filling out this form. If you are reasonably sure that you wish to obtain a doctorate at Kent State University, check either the D.B.A. or the Ph.D. box. However, departmental requirements for entering a doctoral program are usually higher than for entering a master's degree program.)

☐ D.B.A. ☐ Ph.D. ☐ M.A. ☐ M.Arch. ☐ M.A.T. ☐ M.B.A. ☐ M.Ed. ☐ M.F.A. ☐ M.L.S. ☐ M.P.A. ☐ M.S. ☐ M.S.Acct.
☐ Special Non-Degree ☐ Other ____________ *Specify*

2. Full time ________ Part time ________ Probable enrollment date academic year 19 ___ to 19 ___.
☐ Fall Winter ☐ Spring ☐ Summer I ☐ Summer II ☐

3. Proposed major department ________ Proposed minor, if any ________

Area of concentration within proposed major ________

Social Security No. ☐☐☐ ☐☐ ☐☐☐☐ (For foreign students, etc., special numbers will be assigned)

4. Name Mr. / Mrs. / Miss ________ *(Last)* *(First)* *(Middle-Maiden, if married)*

5. Present address ________ *(Street & Number)* *(City)* *(State)* *(Zip)* Phone ________

6. Permanent address ________ *(Street & Number)* *(City)* *(County)* *(State)* *(Zip)* Phone ________

IMPORTANT:
How long have you lived at your permanent address: ________ yrs. ________ mo.

7. Date of birth ________ Age ________ Country of citizenship ________

8. Marital Status: Single ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Number of children ________ Ages ________

9. Colleges attended: *If degree not yet granted, circle date.

NAME	*LOCATION: City, State*	*From Mo./Yr.*	*To Mo./Yr.*	*Approx. No. Hrs. Earned*	*DEGREE & DATE**

10. Undergraduate Major ________ Undergraduate Minor ________

11. Extracurricular activities and interests in college ________

12. Honors received or other recognition of high scholarship ________

13. List below standardized U.S. graduate admissions tests taken, i.e., GRE, MAT, ATGSB:

Standardized Admission Test	*Latest Date Taken (or To Be Taken)*

14. Military Service:
Present Draft Classification ________ Military Experience ________

15. Present employer Address Phone

16. Experience in the last five years:

COMPANY or INSTITUTION	*ADDRESS: City, State*	*DATES*	*POSITION*

17. Type of teaching certificate held, if any

18. Languages read

19. State briefly but specifically your purpose in pursuing an advanced degree. (N.D.E.A. Fellowship applicants are presumed to be interested in college teaching.)

20. Names, titles, and addresses of three persons familiar with your academic and professional abilities who are sending letters of recommendation to this office. At least two of these should be former professors in your major area. (The applicant should make sure that these are sent promptly.)
1.
2.
3.

21. *(Foreign applicants only)* Have you taken the English proficiency test (TOEFL from Educational Testing Service, Princeton, N.J.)? ☐ Yes ☐ No

22. DATE SIGNATURE

II. APPLICATION FOR GRADUATE APPOINTMENT

FILL IN ONLY IF YOU ARE ALSO APPLYING FOR A GRADUATE APPOINTMENT (4 copies needed)

Deadline for application for most appointments is April 15.

Type of appointment applied for:
☐ Graduate Assistantship
☐ Research Assistantship
☐ Teaching Fellowship (consult department for deadline)
☐ Non-service fellowship ________ *Specify*

Appointment wanted in department of ________ beginning year 19 ___ to 19 ___.
Fall ☐ Winter ☐ Spring ☐ Summer I ☐ Summer II ☐

Indicate level of support needed:
☐ tuition and fees, ☐ half-time appointment, ☐ full-time appointment.

National ruling by the Council of Graduate Schools requires that, if you accept an appointment, you may not resign after April 15 without the consent of the Graduate School.

(NOT TO BE FILLED IN BY APPLICANT)

After checking the record, I find the above named applicant:

A. ☐ eligible for admission to graduate work in the graduate program checked in Section B.

B. ☐ D.B.A. ☐ Ph.D. ☐ M.A. ☐ M.Arch. ☐ M.A.T. ☐ M.B.A. ☐ M.Ed. ☐ M.F.A. ☐ M.L.S. ☐ M.P.A. ☐ M.S. ☐ M.S.Acct.
☐ Special Non-Degree ☐ Other ________ *Specify*

C. ☐ ineligible for admission to graduate work (please give reasons below.)

COMMENTS

Signed ________ *Chairman of Department or Director of Graduate Studies* ________ *Date*

Signed ________ *Dean of the Graduate School* ________ *Date*

Advisor's Name (if assigned)

NORTHWESTERN UNIVERSITY

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NORTHWESTERN UNIVERSITY

Graduate Admissions and Fellowship Selection Policies and Procedures

I. INTRODUCTION

The Graduate School of Northwestern University (NU) enrolls about 2100 full-time students in 30 major departments and schools. It is responsible for administering M.A., M.S., M.A. in Teaching and Ph.D. degrees. There are 250 additional graduate students studying for professional Master's degrees in the schools of Journalism and Music. However, admission to these programs and the awarding of degrees are under the respective jurisdiction of these schools.

NU draws Ph.D. candidates from all geographic areas, whereas M.A. candidates tend to come from closer geographic locales. All applicants are encouraged to apply for the Ph.D. and are evaluated in that light, but approximately twice as many take the Ph.D. as think they will when they apply. Ninety percent of those taking the Ph.D. also have taken the M.A., and the professional M.A. is required before the Ph.D. in Music, Business Administration and Journalism. Undergraduate students from NU can go on for the Ph.D. at their alma mater, and approximately 9 percent of new registrants are NU graduates. Greater Ph.D. volume comes from the second and third year graduate students than from first year, as many come in from an M.A. program. Applications for continuance beyond the M.A. program must go through the Graduate Admissions Office (GAO), not just the departments. It was felt that many students will not commit themselves to a Ph.D. at the beginning because they feel that they are not certain of what they are getting into, are unsure of their capabilities for Ph.D. level work, and have a reluctance to do long-range planning in terms of time and money.

II. ADMISSIONS AND FELLOWSHIP POLICY MAKING STRUCTURE AND POLICY

Overall concern and responsibility for the development and approval of policies and programs related to graduate study, the maintenance of standards and the conduct of the Graduate School rests with the Administrative Board of the Graduate School, which is appointed by the University's Board of Trustees upon recommendation of the President, the Dean of the division and the Dean of the Graduate School. (Some faculty have wanted this body to be elective.) It is a statutory body comprised of at least one representative from each undergraduate college that offers graduate study. The College of Arts and Sciences has three representatives and the Technological Institute has two represenitves. There is no separate graduate faculty _per_ _se_. Anyone may be appointed who is approved by the Department Chairman and Dean of the Graduate School. The central responsibility for graduate admissions rests with the Dean of the Graduate School.

Several other committees exist, including those for admissions and fellowships, which are in fact, subcommittees of the Administrative Board that passes on their actions.

The Committee on Admissions meets at least annually, to review admissions questions presented by the Dean of the Graduate School or from other sources. Although the Committee is considered the final arbiter of admissions matters, its primary role appears to be that of providing guidance and support for the Dean and his staff. For example, at a meeting in November 1969, the Committee discussed several procedural matters raised by the Associate Dean responsible for admissions and concurred with his recommendations. It also discussed the validity of the GRE and English language requirements for foreign students. Although the Committee took no policy actions on these questions, it offered several relevant suggestions.

All admissions decisions are made in the name of the Committee and transmitted as such to applicants by the Associate Dean for admissions. In this regard, the Committee has, at times, been used to settle differences between the Dean and departments on individual applications.

The Fellowship Committee also meets annually and is charged with awarding university fellowships to candidates recommended by departments. While its role in policy development is similar to that of the Admissions Committee, it has specific responsibility for administering the fellowship competition and allocating awards among departments.

While there is an organizational structure for establishing policy, it appears that only a limited amount of policies related to admissions and fellowships have been established on an all-university basis. Two categories of policies seem to have evolved, formal and informal. Formal policies are those that have been created by institutional or committee actions, and informal policies are actions by individual administrators and faculty members which have stood the test of time and gained general acceptance. It is difficult to differentiate between formally and informally evolved policies, since both types are usually considered to be official and public in nature and are accepted, interpreted and implemented equally. Many informal policies and procedures are related to internal operations and are not publicly known (i.e., to applicants), but appear to be essential to the graduate admissions process.

The graduate admissions policies of Northwestern made known to prospective applicants through the catalog are general in nature. Applicants are informed that they must be graduates of an accredited institution at which they achieved a scholastic record of "distinction" that demonstrates, "...breadth as well as adequate preparation in the field in which the applicant expects to do advanced work." Admission is determined from evidence that indicates the applicant is prepared to undertake creditable graduate work in his field of study. In this regard, the catalog statement notes that only the best qualified students are accepted because of enrollment limitations and that the final decision is left to the Graduate School. Applications are not encouraged if the student is over 35 years of age. These statements represent the official and fundamental admission policies of the Graduate School.

Although no official policy has been established which sets a minimum qualitative standard for admission, the Graduate School usually interprets a scholastic record of "distinction" to be a grade average of at least "B". Although there is some flexibility on the part of the

Graduate School in administering this minimum requirement, due to differences in institutional grading standards, it has been generally accepted by the departments as an internal operating policy. It is an example of an informally derived policy which has been sustained by the Graduate School with the consensus of the faculty.

The graduate faculty has provided rulings in a few areas which have resulted in uniform policies. These include the stipulations that applicants must be graduates of accredited schools (unless they have acceptable GRE scores and at least one quarter of work at an accredited school); that Indian applicants must present degrees that have been earned in the first class, at the honors level; and that graduate students who have been unsuccessful in pursuing doctorates at other institutions are to be denied admission. Financial aid is not awarded through the Graduate School for M.A. applicants. Fellowship awards are based on academic excellence, not need, and are distributed as far as possible, to the best qualified students, regardless of discipline. Aid is viewed primarily as an award to attract high ability students, and only secondarily as a means of support for the needy.

While there is a limited number of uniform policies, each academic department has developed its own rules, guidelines, policies and procedures regarding the admission and granting of scholarship support to their respective candidates. These policies include the establishment of selection criteria and inherent priorities, as well as the interpretation of available evidence to determine an individual's qualifications and capabilities to pursue graduate study. Most departments require full-time study and may require special courses for admission (e.g., Economics and Political Science require some Math, Chemistry requires Biology for Biochemistry applicants, etc.).

III. ADMISSIONS PROCESS AND STRUCTURE

The Graduate School receives about 6000 applications annually, of which about 500 are never completed. Approximately 2000 offers of admission are made, which result in an enrollment of about 1000 new students, including 800 in the fall quarter. The number of applications received has been increasing at an annual rate of about 500 in recent years. Approximately one-fifth are foreign applicants.

Applicants for admission are required to submit official transcripts of record for work completed at all other institutions attended, an application form, and two letters of recommendation. Although candidates are told to submit the application form first, special colored folders are set up if other documents come in first.

Although not currently required, applicants for admission are encouraged to take the GRE. The scores are required for admissions decisions on borderline cases, but this is not publicly known policy. If borderline candidates have not taken the GRE, they are advised that they must do so. Because of such problem cases, the policy is currently under review with the possibility that GRE results may be required of all candidates so that scores will be on record when needed. Most applicants try for fellowships as well as admission and the GRE is required for fellowship applicants. Most applicants for admission, therefore, have GRE scores on file, but these do tend to be the better candidates who are not likely to be borderline cases. GRE scores are viewed as "supplementary evidence." They would be the sole deciding factor only if there were no other evidence available and it were a borderline case. No cutoff scores are established for GRE.

Foreign students are also instructed to supply credentials which are officially certified by the issuing schools, the American Embassy, the Institute of International Education, or the American Friends of the Middle East. They must also demonstrate proficiency in the English language, either by taking the Test of English as a Foreign Language (TOEFL) or by having a proficiency report form, provided by the Graduate Admissions Office (GAO), completed by an authorized official abroad.

Admissions are made on a rolling basis throughout the admissions period. However, there is an application deadline for each quarter, usually about a month before classes begin. There is also a $15 application fee which must accompany the application when submitted.

The GAO receives initial inquiries and reviews all applications except those for seven departments (Chemistry, Physics, Master's in Teaching, Astronomy, Geology, Management and Medical/Dental Sciences). Inquiries about admission and financial aid for the seven departments may be received by GAO but are immediately sent to the appropriate department for a different processing procedure. While GAO serves as the main responder for most departments, the seven departments wish to review and reply to their respective inquiries themselves. There are, therefore, really two main processing procedures: the GAO process--going from GAO to department and back again; and the departmental process--going from the department to GAO.

The normal processing period for an application is seven weeks, that is, from receipt of the application until the decision notification is sent to the applicant. Three weeks are usually required to complete an application; the remaining four weeks include referral to and consideration by the department and issuance of the decision letter. The seven-week processing period may vary with workload. Heavy application volume will tend to lengthen the time. Peak workload occurs from December through April.

GAO is comprised of five staff members. In addition to the Associate Dean, there is a Senior Admissions Assistant, three Admissions Assistants and a secretary. Three student employees assist from mid-September until May.

The primary functions of GAO are the receipt and recording of applications, compilation of credentials, computation of grade point averages, evaluation of foreign educational records, transmittal of applications and related material to departments, corresponding with applicants about the status of their applications, and the issuance of admission or rejection notices.

Although the Associate Dean for admissions is a member of the Graduate school faculty, he also holds the title of Director of Graduate Admissions and has the major responsibility for the operation of the graduate admissions process.

GAO is administratively tied with the undergraduate admissions office. The two offices were administratively merged by the Vice-President and Provost in 1967. This action was intended to achieve improvements in staff, space, and equipment utilization and to facilitate adaptation of a single admissions data processing system for both graduate and undergraduate admissions. Both the graduate and undergraduate admissions staff are housed in the same quarters although, for all intents and purposes, GAO operates autonomously because of differences in the kind of information that is needed and in the way it is used. All admissions mail is received and distributed centrally for both offices. Both graduate and undergraduate applications are initially coded by a common coding staff for the entry of data into the admissions data system. Subsequent coding of information of concern to the Graduate School is handled by GAO.

The three admissions assistants perform the same functions, in that they open mail, maintain application files, compute grade point averages, compile documentation, follow-up on missing items, prepare cases for referral to departments, and monitor the location of documents (Dean, Data Processing, Departments, etc.) and the time held, etc. The application workload is divided among the three assistants by sections of the alphabet Each assistant is primarily responsible for the applications which fall within her alphabetical portion; however, she may assist her colleagues if the workload demands. Each assistant follows the same functional routine daily. Admissions assistants are required to have completed some college work, and a bachelor's degree is preferred.

The Senior Admissions Assistant, in the absence of the Associate Dean, acts on his behalf on many matters, including the determination of final decisions on applications. She has general supervisory responsibility over the staff and office operations. Her other duties include training of staff (there are no training or procedural manuals), personnel and payroll matters, and maintaining the supplies inventory.

Upon receipt of an application (except those for the seven departments) GAO sends an acknowledgment postcard to the student indicating which items are still to be received, e.g., transcripts, GRE scores, etc. If needed, another postcard is sent in three weeks to follow up on missing information. Usually, applications are held by GAO until they are complete, at which time they are forwarded to the appropriate departments.

Presently, most applications received by GAO are referred to the departments. In the past, GAO admitted and denied Master's and some doctoral applicants directly because they knew what individual departments wanted and could match student needs with institutional offerings. The departments were used only in a consulting role. Now, however, most departments need to review all applications received because the number of applicants has increased to the point where they can be selective. The Associate Dean, however, reviews all applications being transmitted to departments in order to confirm his staff's evaluation and to add remarks to particular applications, which may assist the departments in formulating their recommendations. The degree of review depends upon the department's request for assistance, the Associate Dean's view of the departmental standards and procedures, and whether financial aid is being requested. Those requesting aid tend to screen themselves so less careful review is needed, which is fortunate since most applicants for financial aid file at the peak admissions period. Records are screened for the relationships between the school attended and grades earned, GRE scores and grades, and whether GRE scores should be requested if the applicant is considered borderline and has not indicated that he has taken them. Less concern is given to letters of recommendation unless they are poor, in which case they are viewed as being "really bad."

The GAO does not arbitrarily eliminate unqualified applicants, except for a number of foreign students, before sending their material to departments, although the Associate Dean's comments effectively eliminate a significant number. All applications are referred to many departments to insure that the representative has the complete picture as to the current applicant pool. GAO has a procedure for routinely following up on cases referred to departments.

GAO prepares an evaluation sheet for each application referred to a department. This form is divided into two parts, one to be completed by GAO and the other by the department fellowship committee. The GAO section includes the names of the previous schools attended by the applicant and his four-year undergraduate grade point average, as well as his Junior-Senior average and graduate average, if any. Also indicated is a tabulation of grades (i.e., number of A's earned, B's, etc.), GRE and other test scores, date degree(s) earned, high school and college rank and grade average, and other data related to the applicant's study objectives. Departments may also calculate the GPA in the major field. The second section of the form is used by the departmental fellowship committee to indicate the applicant's rank order for university fellowship and scholarships and departmental awards. It also includes space for departmental comments on the applicant. A copy of the evaluation sheet is transmitted to the department with each application, and one copy remains in the GAO files.

A cover memo from the Associate Dean also accompanies each case, which includes a section for his comments about the applicant. The main purpose of this form is to give the department the Associate Dean's evaluation of the case and to request that the department provide an admissions recommendation and other comments regarding the applicant.

Although GAO has the authority to deny admission, the departments have a large share of the graduate admission decision making authority. It is through the departmental consideration processes that applicants who meet the qualitative entry requirements are recommended for acceptance or denial. For many applicants, the departmental recommendations are accepted as final decisions by the Graduate School. It is a rare case where the GAO admits an applicant if the department does not want him.

Each department has devised its own method for reviewing and acting on applications, but a similar pattern has emerged among all departments. In each department, a faculty member is assigned the responsibility of receiving applications, coordinating their review by members of the departmental admissions committee and other faculty members, and acting in liaison with GAO. In some departments, notably the seven that receive their applications directly, he is responsible for corresponding with applicants and collecting their admissions material. In some instances, he may evaluate applications and provide a recommendation for his departmental colleagues to consider. In three of the departments studied (Chemistry, History and English), the department chairman is also the head of the admissions committee.

In the Technological Institute, there is an overall admissions coordinator who works with a counterpart officer in each of the eight engineering departments, and is the Institute's principal liaison with GAO. A similar arrangement exists for the Medical and Dental Sciences where the admissions coordinator for all departments is also an Associate Dean of the Graduate School. For both the Technological Institute and the Medical and Dental Sciences, the central coordinators are concerned with maintaining uniform admissions standards for their respective areas, as well as for the Graduate School.

The departmental admissions committees are usually comprised of three to four members, each representing a different field of specialization. In History, for example, the committee consists of three persons, one of which is from the applicant's speciality. Although all committee members have equal authority in considering applicants and may offer a different perspective to the consideration of an applicant, the role of the member representing the applicant's specialization is very significant in the decision process and will usually influence the other two members in formulating a recommendation to GAO. In Physics, the committee is made up of the admissions chairman and two faculty members appointed by him, from the applicant's specialty.

For departments that are heavily dependent upon grants, such as Chemistry, it was felt that specialization does not influence admissions questions as long as there is more money than qualified students. If the situation were reversed, admissions and financial aid decisions might be based on the applicant's specialization within Chemistry rather than on his general ability in Chemistry. A trend was cited in Chemistry towards undergraduate specialization. There is a departmental quota based on the amount of financial aid available and the stipulation that all must receive it and that stipends are equal (except for NSF awardees). Although the department is merely trying to meet its overall department quota, the existence of specialty divisions in the department and the noted trend means that a student's expressed interests do play a role in the admissions decision and this does result in subtle divisional quotas. Quotas, where they exist, have a limit set by the amount of funds available and may have a minimum set by the number of teaching assistants needed.

The departmental committee arrangement provides for a shared responsibility in arriving at admissions recommendations and in maintaining departmental admissions standards, which in some areas are higher than the minimum standards of the Graduate School. Consensus of opinion, however, is seldom sought by committees. One Engineering department did note that it is possible to control admissions by careful selection of those who will review applications.

The Chemistry Department provides a useful illustration of the departmental admissions process at NU although it is more highly organized for this work than most other departments. The Chemistry Department handles all of its own inquiries and application processing up to the time the applications are referred to GAO for a final decision and the issuance of the official decision notification.

The Department prefers this procedure, since it feels application processing must be expedited in light of keen competition for the best qualified applicants among chemistry departments nationally. The Department handles its own applications in order to gain time in processing them, which it believes enables it to compete more effectively with other schools. They also feel that they are in the best position to know how the admissions process should be handled, the kinds of students they want, etc. Since they deal with fewer numbers on a departmental level, they feel that they are able to keep closer and more personal contact with the applicant. Their view is that GAO is in the best position to handle the process if there is no selection and/or competition problem.

During 1969, the Chemistry Department estimates it received 600-700 inquiries about admission which resulted in 200-300 applications received. It made approximately 100 admission offers and enrolled 45 new students. The departmental admissions committee chairman spent about seven hours per week on admission matters during the peak period of application volume. During the peak period, the Department head also devoted eight hours weekly to admissions activities and the committee members about an hour weekly.

In effect, the Chemistry Department sustains its own admissions office. In responding to initial inquiries, it sends the prospective applicant a comprehensive package of information about the offerings in Chemistry, as well as application material. Included is a Graduate School application, departmental application, blank forms for letters of recommendation, descriptive brochures about the department and Northwestern University. The departmental secretary is responsible for collecting application material from students, compiling complete cases and referring them to the departmental committee. In this process, she is also responsible for following up on students to be sure they send in all of the items required.

The Department does try to conduct interviews with many applicants and they attempt to do some counseling if they feel that they cannot accept the student. Although the Department forwards its admission recommendations to GAO for issuance of the final decision notices to applicants, it does offer tentative financial assistance to eligible candidates immediately, even before the admissions decision is communicated to them, since qualified applicants will usually decide to enroll at an institution on the basis of the extent of financial aid offered. This is a deviation from the normal procedure which is accomplished by a special letter to the applicant telling him that "full details" will come on April 1. The Chemistry Department did recently decrease the amount of their stipend but added the graduate requirement of four years of teaching experience. They felt that this improved the number and quality of their applicants. Although the admissions question is answered first, the admissions decision is viewed as secondary in competing for the more desirable students. The decision may be based on minimal documentation (transcript and/or one letter) for clearly outstanding students in order to speed up the process. About ninety-five percent of those admitted also receive a fellowship. If financial aid is offered, they are considered qualified for admission, and it is assumed that GAO will agree.

The committee review practices and concern for competition with other schools are basically similar in all departments. Every department, whether science, engineering, social studies, or humanities, views admissions as competitive in nature. All departments are primarily interested in enrolling the best qualified students in their respective fields. However, in Chemistry, as well as some other science and engineering fields, the view is that it is a buyer's market for the best students, even though the total number of applicants exceeds the number of slots available. As a result, they have developed methods to compete more effectively. Pressures of competition are not as apparent in some other disciplines so they use the normal GAO processing systems.

The Associate Dean may veto departmental recommendations to admit students. At this point, the Associate Dean views himself as playing a negotiatory role between the Graduate School and departments. If an applicant with a poor grade point average, for example, is recommended, the Associate Dean will ask the department to reconsider its decision. The department may offer additional evidence to support its position, or it may concur and reverse its recommendation. If the Associate Dean exercises his veto power and the department protests, and occasionally some do, it may carry its case to the Dean, who may arbitrate the matter or refer it to the Admissions Committee for action. There have been instances when such appeals have gone as high as the Graduate School Administrative Board.

Applicants are either admitted to full graduate standing or denied admission; there is no probationary admission. Although the Graduate School does not utilize various categories of admission, applicants are admitted under one of three conditions: No. 1 - application is complete; No. 2 - final transcript is missing; and No. 3 - conditional (items are missing other than transcripts). Each of these conditions actually refer to alternate paragraphs which are used in the final admissions letter.

A single preprinted admissions letter is used for all eligible applicants. The letter simply informs the student of his admissibility and that, if he applied for financial aid, fellowship and scholarship offers will be made by April 1, while assistantship announcements may be issued at any time after he has been admitted. Three paragraphs relating to the three admission conditions described above also appear in the letter and the appropriate one for each applicant is checked. Included with the letter is a set of instructions to new graduate students which provides information about additional credentials that may be required, health requirements, registration, housing and loans, and how foreign students may secure a visa document. Also indicated are instructions about confirming intent to register and data relevant to nondegree post-Master's level and visiting students.

Blank forms are also included, which enable the applicant to have admissions data transmitted to his local draft board, to withdraw from or defer admission, and to change information which appears in his application file. In regard to information changes, name changes are processed routinely, whereas other changes are subject to approval of the admission committee (i.e., GAO).

Admitted applicants are requested to return the "Confirmation of Intention to Register" form which is sent with the admission letter. This form, when received, is referred to the Registrar for preparation of the student's registration material. In completing this form, the student also provides biographic data, which is included in his official university file that is established and maintained by the Registrar. The applicant's admission is not cancelled if he fails to return the intent form.

The denial letter sent by GAO simply informs the student that the Admissions Committee was not able to grant him favorable consideration. The specific reason for the decision is not mentioned. The student is told that Northwestern is able to accept, "...only a fraction of the many students who apply each year." He is also encouraged to apply to another institution which satisfies his academic objectives. The general policy of GAO is not to provide denied applicants with the reasons for decisions unless there is a written request, in which case they will give general reasons (low academic, low GRE scores, etc.) and will tell the applicant what to do if he is eligible for reconsideration.

Some prospective foreign applicants are stopped from applying without referral of their inquiries to departments. The letters in these cases indicate either that the possibility of receiving financial aid is minimal, or that the applicant's scholastic record is not strong enough to gain admission.

The GAO does not counsel or advise applicants unless absolutely necessary. They feel that this function is best carried out by the faculty of each department, since they know best the details and objectives of their particular programs.

IV. FELLOWSHIP SELECTION PROCESS AND STRUCTURE

February 1 is the deadline date for financial aid applications. Early in March, the GAO returns the applications of all newly admitted students applying for financial support to the departments. Financial aid applications will be referred to departments if only transcripts and one letter of recommendation are available. During March, the departmental committees and the University Fellowship Committee complete their selections in order to announce offers by April 1 in compliance with the agreement of North American graduate schools. This is normally about a month after the admissions decision is announced. Assistantship offers are made at any time after an eligible candidate's application is complete enough to make a decision. Departments may wish to recommend students on the basis of their transcript only or may wait for additional data. The disbursement of teaching assistantships is left to the departments which usually grant them to continuing students.

The fellowship review, recommendation and award processes follow patterns similar to admissions within departments. However, responsibility for the final review of fellowship candidates and the decisions to award grants rests with the Graduate School Fellowship Committee. Each department submits its group of candidates to the Fellowship Committee. The departments within the Technological Institute do not utilize University fellowships and scholarships, but award aid from the Institute's resources and external sources (viz., grants and contracts).

Each department appoints a fellowship committee. However, in several departments, one committee handles both admissions and fellowship activities. In History, the committees are separate but one person is on both. The departments prepare a roster of fellowship candidates in priority order for consideration by the University Fellowship Committee. The departmental committees usually review and rank new students, while the entire department may be involved in ranking continuing students.

Both new applicants and continuing students compete for available fellowship funds. The departments, in recommending candidates to the fellowship committee, tend to rank continuing students first. Departments appear to have taken this approach because of a commitment on their part to support already enrolled students and because of their ability to better evaluate the academic quality of these students in relation to entering students. There is a problem, however, in that only grades from the first quarter are available. There has been some talk of separating the process for new and continuing students, with continuing students being evaluated later in the year. The counterargument to this suggestion is that, for those denied financial aid who must have it, it would be too late to apply elsewhere.

In the English Department, for example, the fellowship process occurs in three stages. First, a subcommittee of the departmental committee, comprised of three persons, reviews the applications. Afterwards, all members of the department who are interested in doing so may review the applications and make appropriate comments relating to selection. Finally, the departmental committee, which includes all graduate faculty members (10), selects and ranks its panel of candidates.

The History Department's committee on fellowships also encourages full faculty participation in the selection process. The dossiers of all fellowship applicants are put in a room where any faculty member may review them and provide comments for the committee. The departmental committee is comprised of five members.

The fellowship review, recommendation and award processes are organized and operated somewhat differently than admissions at the University level. The University Fellowship Committee includes representatives from the largest departments, other than Chemistry, Physics, Engineering, and the Medical/Dental School which generate their own awards. Some departments, such as Sociology, do not have representatives. In the initial review phase the Committee is divided into two-man subcommittees which read applications from departments assigned to them. Each application is read only once by a team. Each application is read by at least one of the subcommittees, which adds comments and ranks it on a 1 to 5 scale. No team reads applications from its own department. No thought had been given to applying standard rating procedures and controls.

After the subcommittees have completed their work, the entire committee meets to review applications in relation to the former's ranking and that of the department. If readers and departments agree and the ratings are high, the review is less intensive. The Committee and Department seldom disagree on new applicants. While departments rank candidates from within their respective application pools, the University Committee attempts to rank according to the best qualified among the entire group of applications submitted to it by all departments. During its review, the Committee may override a departmental ranking, usually assigning a lower rating to the applicant.

As a result, new and continuing students compete equally, but the latter group may be at a disadvantage in securing an adequate number of awards if there are a greater number of stronger candidates among new applicants -- hence, another reason why departments rank continuing students higher in their panels of fellowship applications. The Fellowship Committee estimates that it actually provides about two-thirds of the awards to continuing students and the rest to new students. Offers are made for approximately three times as many fellowships as there are funds. The question of fellowship allocation has recently become an important and controversial issue at Northwestern and will be discussed further below.

The Fellowship Committee contends that its purpose is not to use university funds to subsidize mediocrity in departments. Therefore, it tries not to allot scholarship aid within the confines of departmental quotas, nor does it take note of the distribution of awards in previous years. If one department has a larger number of higher qualified students than other departments, it will receive a greater number of fellowships. Another rationale of the Committee is to raise the standards of departments by improving the quality of students through fellowship awards.

The fellowship selection and allocation process has recently been questioned by students and several faculty members. Enrolled students have been concerned because they feel that they have been at a disadvantage in the competition and feel that they should receive financial aid if they have had a successful first year. Although their respective departments may have ranked them high, the Fellowship Committee may downgrade this ranking in favor of new applicants. Faculty members contend that they are in the best position to evaluate the quality of enrolled students, rather than the Committee, which only perceives these students through the media of applications and credentials. They further indicate that the procedures permit too much arbitrariness on the part of the Committee in the selection process. A proposal being advocated is to allot some of the fellowship and scholarship funds to departments for disbursement to continuing students, while the Fellowship Committee would continue to pass on prospective students. Another view being advanced is simply not to allow the Committee to change departmental applicant rankings.

Opponents of these proposals suggest that there is a trend within departments to convert teaching assistantships to departmental fellowships without instructional responsibilities. These changes have occurred in reaction to current student thinking that all graduate students are entitled to support funds without teaching duties. If university fellowship funds are assigned to departments, the fear is that they would be used to divert more students away from teaching assignments, thus eliminating preparatory experience for future instructors.

One student in Political Science also felt that financial aid should be on a need basis. His argument was that departments judge students in the admissions process to be competent enough to successfully complete the degree and therefore should not discriminate against those who also need financial aid to pursue a degree in order to "buy" higher ability. Other students also complained that they were not told much about financial aid procedures at the time of admissions and could not, therefore, engage in long-range planning. The lack of guaranteed aid if they could maintain the required level for continuance made it difficult to make long-range plans once they were admitted.

The actions of the Fellowship Committee do not greatly affect the departments within the Technological Institute, which support their students through internally generated funds, some administered by the departments and others by the Institute. These departments do not relate to the Committee, except for a limited number of federal grants (e.g., NDEA). Financially supported students are not usually required to undertake direct teaching responsibilities, and consequently there are not problems of filling quotas to get the number of teaching assistants needed. However, they may be engaged in research projects. Generally, admission and the awarding of financial aid is a single decision since most students will receive some form of support. In the Chemistry Department, for example, all admitted students receive a stipend of similar value, except NSF grantees, who receive $1000 more. The availability of funds can also affect the quality of students admitted. If there is a substantial amount of funds available in a particular field of specialization within the department, the department may dig deeper into the applicant pool in order to enroll more students in that field so that the funds may be expended.

In one of the engineering departments, there has been a decrease in the number of domestic students seeking admission. In order to sustain the department's research efforts and teaching related functions, (e.g., marking papers, assisting students in large classes, etc.) more foreign students are accepted. Funds are available for these students, even though the policy of the Technological Institute is to allot 10% of its funds for the support of students from abroad. Foreign students comprise between 35-40% of the department's enrollment. This department indicates that it tries to maintain the B average admission requirement, but will try to accept students with lower records if other evidence of graduate study potential is available, e.g., GRE scores, recommendations, professional work, etc.

Normally, the Institute's departments award admission and financial aid to the most qualified students available. Their methods for applying selection criteria parallel those used in other departments of the Graduate School.

In the admission and fellowship selection process, the Medical and Dental Sciences departments operate along the same lines as the Technological Institute departments. Their students do not compete for university fellowships and are supported through Medical Center and departmental funds. These funds include those derived from federal grants. Although the optimum objective has been to support all students, some departments will accept only those students who can be fully subsidized, while others will offer only tuition scholarships. Applicants who have clear-cut research objectives have the best chance for securing financial aid, as all apply to NSF and NIH (National Institute of Health) once admitted. Foreign students are not considered for grants when they apply for admission, but may attempt to secure support after they enroll. Usually they must be self-supporting. Departmental research projects engage non-student research assistants, technicians and post-doctorates, although graduate students would be preferred for this work. The departments usually adhere to the Graduate School admission requirements. Their recommendations are passed on by an Assistant Dean of the Graduate School at the Medical Center and GAO. The departments believe that the quality of their students is not yet as high as it should be, and they will not accept students simply to sustain or expand enrollment levels.

V. ADMISSIONS DATA SYSTEM

The Admissions Data System (ADS) was initiated by the University Systems Analysis Office in 1967. The introduction of the system was an important precipitant in the merger of graduate and undergraduate admissions, since it was envisioned that the latter office would be a logical entry point for all admissions data. Although the ADS was created primarily to meet undergraduate needs, the Associate Dean for Graduate admissions did develop the graduate segment of the system.

As mentioned earlier, all applications are initially coded by a common coding staff, which is essentially a unit of undergraduate admissions. All subsequent and final coding is done by the Associate Dean. Other GAO staff have not been involved in coding because of problems related to personnel turnover and training that affect the accuracy of data input.

The ADS generates both statistical information and applicant lists. Statistical reports are produced during and at the end of the admissions period for each quarter. Statistical reports are broken down according to the processing status of applications: Applications Received, Pending, Admitted, Rejected-Withdrawals. Each count is further refined as to number of domestic and foreign applications, men and women, GRE data by number of scores received in each processing category, mean and variance of scores.

Two application lists are produced. One is an alphabetical listing of all applications received by GAO, and the other, an alphabetical list of applications for each department. The latter report is sent to departments to keep them informed of the status of their respective applications. These lists include, for example, the name and Social Security number of each applicant, class level, proposed major department, quarter and year of proposed entry, degree sought, year of undergraduate degree, sex, marital status, year of birth, citizenship, GRE and TOEFL scores, grade calculations, admissions and financial aid fee and transcript processing status, and admissions and financial aid actions and decisions. The report form has space for eventual inclusion of predicted GPA, housing plans and health status.

Although helpful, GAO indicates the data reports are of only limited utility. It has hoped that additional transactions data could have been included that would aid in monitoring applications (e.g., follow-up on missing items with continuous updating). This year only one update was accomplished just before the time for making decisions. The primary value of the reports is that they present an end-of-term summary of application processing and statistical data which can be used for later admissions planning and research.

There is a two- to three-week lapse between data input and output. It was mentioned that backlogs develop in the keypunching operation, which is controlled by the data processing office. This may be due, in part, to the skill level of data processing keypunchers. GAO also tends to receive a lower priority than the Business or Registrar's offices. GAO, or the Graduate School, receives no budget appropriation for admissions data processing which leaves some question as to who should pay for the GAO use. These expenses are currently covered by undergraduate admissions, which was first allotted funds for this purpose in 1969. The GAO staff suggested that the ADS is a somewhat ambitious undertaking given the "bottleneck" at the data input stage.

Departmental reaction to ADS reports is mixed. Although the Associate Dean developed the bookkeeping/status reporting system to aid departments and he met with their representatives to interpret its operation, the reports appear to be of little use to the departments. They attribute this situation to their failure to understand the system's operation or how to use the reports for enrollment planning. Some departments, mainly a few in the Technological Institute, find the data helpful but of limited use, because of the time lag between actions and reporting output. Departments that face competitive situations for students find the system too slow. The Chemistry Department did note, however, that the system does allow them to catch applications that have gone to the GAO first in error.

VI. ADMISSION CRITERIA

As indicated above, there is no specified minimum qualitative entrance requirement for the Graduate School as a whole. In reviewing applications, the GAO attempts to adhere to a minimum of a B-grade scholastic average. Prospective applicants inquiring about admission requirements are informed that they should have at least a B undergraduate average and preferably have completed a near major or minor in their proposed field of study with a B+ average. They are also advised that they must have an above B average in graduate work, if they have taken any, and GRE scores in the six hundreds.

Published information about admission standards indicates only that an applicant must show evidence of his ability to successfully pursue graduate study, and have received his undergraduate degree from an accredited school.

Internally, other qualitative requirements are administered by GAO. For example, Ph.D. dropouts from other schools are not accepted and Indian applicants must have bachelor's degrees in the first class at the honors level.

GAO will also discourage departments from admitting applicants with borderline averages (B or slightly better) from undergraduate schools of questionable quality. Similarly, some departments will go below the stated minimum if they know that the seemingly lower grades were earned at a high level institution with highly competitive grading standards. The matter of questionable or unknown schools is an important factor in the admissions process, both within GAO and at the department level. It is difficult to determine the criteria for identifying these types of institutions, but the quality of schools was clearly established as the primary qualitative graduate admissions criterion at Northwestern University. Major concern with this factor prevails in all departments. Departments cultivate colleges that have been sending good students and view this as a more "intimate" procedure.

The departmental stress on institutional quality is reinforced by GAO, which indicates it has accumulated experience through its review of a large sample of applicants from various schools over the years. GAO does transmit its assessment of an undergraduate college and, on occasion, graduate schools to departments as additional data to aid a department in its review. This type of data, which may be either a positive or negative comment about an institution, is helpful to departments, especially for newly appointed admissions committee chairmen. It has been particularly useful in dealing with foreign university-level schools. GAO's college assessments are not based on formal research investigations, and are essentially impressionistic in nature. Its role in this regard, however, is significant because of its long experience with and overview of all applications, which provide input for the institutional quality concept that is the primary departmental criterion for accepting or denying applicants.

The various criteria considered by departments are schools attended, scholastic average, letters of recommendation, and GRE scores, although the priority order and mix of criteria may differ from department to department.

One faculty member felt that the ranking of factors differed between the GAO and departments. Whereas departments are more interested in letters of recommendation, grades and their sources, GAO was felt to be more concerned with GRE scores. The GRE was viewed as being a good indicator of how the student would get along in graduate school but not as an indicator of teaching and research potential, both of which are of interest to the departments.

Often transcripts and letters are the only factors considered. Although all departments ranked schools attended as the primary criterion for acceptance, this must be qualified since departments usually perceive other institutions in terms of their counterpart departments. For example, X department at Northwestern rates the applicant's undergraduate school as to the quality of its X department. In several cases, this judgment is refined even further as to who is on the faculty of the undergraduate department. In this case, some departments will consider letters of recommendation and their sources as the most important admissions criterion. In cases of unknown sources, grades and GRE scores assume more weight and departments try to obtain all of the information they can. GRE scores also assume more weight in borderline cases. It was noted by one faculty member that a more favorable combination of factors was required from an unknown school to give the same impression as that gained from a less favorable combination from a known institution.

Where an applicant is interested in pursuing a field of study that is different from his undergraduate major, the department will apply its overall assessment of the quality of the undergraduate college. In History, students are accepted with an undergraduate major other than History, and in Engineering an undergraduate major in that discipline is not required. There is no research evidence to support institutional evaluations by departments; their use, which is paramount in the decision making process, is based on the experience of its faculty members, gained through professional contacts and enrolled students from those schools. In one Engineering department, a systematic attempt has recently been initiated to measure the academic performance of enrolled students in relation to the colleges previously attended. The department anticipates that the findings will aid in selecting students, by confirming its past decisions. This study will also enable the department to assess the performance of students from undergraduate schools that have not been considered to be strong, in order to develop standards which will measure future applicants from those institutions. The Medical and Dental Sciences departments have actually developed weights for undergraduate institutions which are used to adjust GPA's.

When there is a surplus of applicants, departments tend to be more selective as to the source (viz. undergraduate schools) of applications. All departments would like to admit only applicants from the better undergraduate colleges but, in some fields, the supply of such students is limited. As a result, departments will consider and admit applicants from relatively weaker schools. In reviewing these applicants, scholastic average is the most significant criterion. In order to gain admission, such applicants are usually expected to have higher than a B average, which is supported by commensurately high GRE scores, including appropriate Advanced Tests.

When a department faces a severe shortage of potential enrollees, it will dig deeper into the pool of applicants. This process usually involves admitting applicants with lower averages from both higher and lower quality schools. However, the averages of those selected from the former institutions, are usually higher than those from the latter. Rarely, however, will a department favorably recommend applicants with less than a B record. When they do go to at least a B average for students from lesser qualified or unknown colleges, their GRE scores usually must be strong. If departments dip below the B minimum for applicants, their recommendations face being vetoed by the Graduate School. In recent years, some departments faced with severe shortages of new students have attempted to admit applicants who do not meet the B average entrance requirement and have relatively low GRE scores.

Most departments appear to adhere to the B grade requirement. In regard to the monitoring of their selection efforts, one department viewed the role of the Graduate School as, "the conscience of the department to protect it from lowered standards."

There appears to be no specific interpretation as to what constitutes an acceptable B record. GAO computes two undergraduate grade point averages for departments: one for all undergraduate coursework, and the other for courses taken during the Junior and Senior years. If an applicant has completed graduate study elsewhere, GAO will also determine the grade point average for that work. Generally, applicants should have maintained at least a B average during all four years of undergraduate study. However, departments appear to be primarily concerned with the last two years, where the applicant's major courses are concentrated. If the applicant's major coursework is strong, a lower overall average is not considered significant. An applicant with a very good four-year record may be denied if he demonstrates questionable performance in some of his major coursework. Also, a somewhat weak undergraduate average, including major courses, may be offset by excellent grades in graduate study. The method for using these several alternatives to evaluate scholastic quality is not spelled out and is left to departmental discretion.

In Engineering, the rank in class was considered more important than the GPA. A candidate could be rejected if he had a high grade point average accompanied by a low rank in class, as this would be seen as indicating a higher permissive undergraduate grading system. It was also a practice in some areas of Engineering to prescreen candidates by obtaining their GPA before sending out application forms. In this field the GPA in Natural Sciences was compared with the overall GPA, and the number of A grades earned regardless of GPA was considered important, as was the trend in the grades for the last two years.

The use of GRE scores also varied across departments. Most used the scores only if there was a question about an individual's academic record or if the school he attended was unknown. The scores, therefore, were used to evaluate individual cases rather than as a group screening device and to evaluate other indicators, thereby discovering talent. Scores may be disregarded if the B.A. source is a known institution of high quality and the applicant had acceptable grades and letters of recommendation. One administrator felt that there was no need for the GRE if there were enough applicants of high ability based on other records or if there was a deficit of applicants. They were viewed as useful in identifying the better students out of a surplus of average applicants (i.e., if there was a selection problem).

In cases where scores were used, a low GRE score could be countermanded by good grades at a good institution, especially if there was a good letter of recommendation from a known source. Chemistry noted, however, that their experience showed that applicants with low GRE scores but good academic records did not do well. They tended, therefore, to use the GRE as a way of evaluating the meaning of grades. The Aptitude Test was viewed as more important than the Advanced Test because the Advanced score depended too much on the school the applicant had attended. Low Advanced scores could have been due to lack of experience in courses rather than to lack of ability, which was the factor of major interest. Since most applicants were high on the Quantitative Ability scores, more use was made of the Verbal Ability score to screen out illiterates. Applicants with high GRE scores and relatively low grades were usually received as good risks. One Engineering department said that they ignored high GRE scores but viewed low scores as a negative factor. They would conceivably require the GRE from an applicant with an A average if he was from an unknown institution.

With regard to disadvantaged students, low GRE scores were viewed as suspect and were, therefore, usually overlooked. However, black students with good GRE scores were viewed as being better risks than white students with similar scores even if other criteria were relatively poor. Low scores and undergraduate grades, whether from advantaged or disadvantaged applicants, were given low priority even if there were good letters of recommendation.

One faculty member was concerned that faculty do not have enough information about the GRE to make decisions on its potential usefulness or the tests or to make proper use of the scores.

VII. GRADUATE STUDENT VIEWS

Several graduate students from the History and Political Science departments were interviewed to determine how the admissions process was perceived by applicants. The group indicated that, in applying for admission to Northwestern, all of their contacts were with GAO and not the department, until they received the acceptance letter, even though instructions from the GAO tell them to contact departments for program details. They believed the decision to admit them was made principally by the Admissions Office with financial aid decisions being made by the department. They felt that both decisions should be at the departmental level.

The students were asked to rank, according to importance, what they believed to be the admissions criteria utilized in the admissions process. They listed scholastic record (i.e., grades) first, GRE scores second, and finally recommendations. All, except one student, believed that the school attended by an applicant was unimportant in the admissions decision, be it in terms of recommendations or adjusting GPA's. They felt that the graduate school had no way of comparing different undergraduate institutions. They also felt that there were quotas by regions and undergraduate schools. Although they ranked GRE scores second, they considered the Advanced Test in their field outmoded, since it didn't examine the current subject matter or the way it is presently being taught (emphasis on higher thought processes) by undergraduate departments. They had no idea as to how the tests are constructed but felt that more weight was put on the Aptitude Test. They also indicated that the current tendency to specialize at an early date (i.e., at the undergraduate level) added to the irrelevancy of the examination though they did not like the trend. It was felt that the GRE had a value for students who attended small colleges and whose good grades couldn't be interpreted by graduate schools.

One student felt that graduate schools should see an example of their writing as an example of their work and should require a personal essay as factors in assessing their ability.

The students noted that catalogs and books on graduate schools were misleading and did not provide important information such as flexibility in department course requirements, the governance process, etc. They felt that there was no way in which a student could match his own interests with faculty interests and what the institution had to offer. One faculty member concurred with this observation. He felt there was a need to know more about student interests and to tell them about the faculty's interests. It was suggested that fuller profiles of information needed to be made available. He noted that the admissions process, application form, catalog, etc., did not bring out the possibilities for interdisciplinary study for students who were interested in such opportunities.

Another concern was that there was no clear criteria of what constitutes a high-quality graduate school. Although they did not know what to look for in considering graduate schools, they felt a tendency to get "set information" rather than asking themselves important questions and then seeking out relevant information. Any knowledge gained about the system of graduate education and its admissions process was gleaned from advanced graduate students once they were enrolled.

It was felt that more emphasis should be placed on teaching ability, related outside work experiences, reading and interests, etc., in making admissions decisions. They also wished that the Graduate School would talk more publicly about things they considered to be important, e.g., the disadvantaged, higher education for women, etc.

VIII. FELLOWSHIP CRITERIA

Essentially, the same criteria are used as in the admission process; however, only the best students are recommended for fellowships. The entering candidates most likely to receive aid are those who have achieved excellent scholastic records at the better undergraduate colleges.

Departmental criteria standards tend to be set once all applications are in so that they can see what the entering student population's credentials are like (i.e., selection done on a comparative basis). Departments which handle their own funds and/or make early offers of financial aid must do so on the basis of considering each applicant individually against a more absolute standard. Most departments viewed the process of awarding financial aid as being far more important than the admissions process, especially if there were more slots than good students to fill them. They see financial aid, not the quality of the graduate school, as being the factor which draws good students.

GAO and departments noted that the interpretation of the data available in order to reach a decision of "academic excellence" was highly subjective. They could not say what the factors were or what weights were given to different criteria--i.e., how they used and interpreted the data. Departments use the same documents in the same ways for fellowship decisions as they do for admissions when evaluating entering students, with the difference being in the standards for selection. Personal knowledge of the student and graduate coursework played a bigger role in evaluating continuing students at the departmental level. The common criteria for evaluating entering students across departments at the Graduate School level are the GRE scores.

IX. SPECIAL GROUPS

While the Graduate School has not initiated any formal program to increase the enrollment of culturally disadvantaged students, the number of such students has expanded significantly during the past three to four years. It was estimated that about half of the black graduate student enrollment was in the School of Education. The university and the Graduate

School have encouraged the admission of these students even though relevant policies do not exist. Flexibility in the admissions process is exercised mainly at the department level. Although some departments strive to accept only qualified students, they react more leniently to a disadvantaged student with a lower average than to one who is not disadvantaged. In this regard, poor GRE scores will be discounted for black applicants with reasonably good averages, whereas a strong score will be used to offset lower grade point averages.

It was noted that black students have resisted the use of GRE scores in the admission and fellowship selection process with the arguments that the examination is culturally biased and that it is a "white racist instrument." They have also questioned the use of grade point averages in fellowship selection, with the contention that they have worked twice as hard for grades as compared to other students. At the time of this study, there had not been an official university or Graduate School response to these views.

There appears to be a mixed feeling among departments in regard to female applicants. Departments in the Technological Institute, for example, will consider applications from women equally with men, while a few humanities and social science departments will discriminate against them. These biases appear to be tied to attitudes within each profession, and to the job market. In Engineering and the science fields, it was suggested that women have no difficulty in securing employment and, therefore, are considered marketable graduates. In one of the humanities departments, a strong anti-feminist view prevails and affects both student selection and faculty hiring. The department appears to reflect a national attitude which pervades the profession and also may relate to the fact that the field has been suffering from a surplus of Ph.D. holders and a shortage of more desirable positions, particularly at first-rank institutions. A woman student in a social science department, who was interviewed, felt there was prejudice against females in her department. She believed that more women were admitted for Fall 1969 because there was a shortage of qualified male applicants, resulting from the adverse draft situation. It was her impression that the department normally admitted only one to two females. Two faculty members expressed the opinion that women and older students were "losers" in the admissions process.

The admission of foreign students has already been mentioned several times above. Most departments will give favorable consideration to qualified foreign applicants. The evaluation comments of GAO on foreign applications are very useful to departments and are generally followed without question. GAO screens out a number of prospective foreign applicants and tries to accept applications and refer to departments only the best qualified. These students are usually required to demonstrate very strong qualifications and preparation. In the case of graduates of Indian universities, for example, only those who have achieved the highest standard (First Class Honors level) are considered. Foreign applicants are also required to present proof of adequate finances to undertake study in the United States and they must have satisfactory proficiency in the English language. The Graduate School and most departments will not offer financial aid to foreign students during their first year of study. Exceptions are made for foreign students who have already completed some study at American colleges or universities and who are usually accepted on the basis of the quality of that work. The university does not offer special English courses to enable these students to improve their proficiency in the language. They must have sufficient fluency in English when they are considered for admission and first enroll.

One faculty member stated that he felt that GAO was not paying enough attention to the problems of special groups and felt that this was, in part, a problem of allocation of funds.

X. SOME ADDITIONAL PROBLEMS

A number of problem areas and additional concerns were mentioned during the interviews. The GAO cited the increasing selection problem as being a major concern. The number applying is increasing faster than the number of applicants they can take, and it is becoming increasingly difficult to decide on who should be admitted and who should be rejected. Time-honored criteria are becoming less valuable as more undergraduate institutions go to ungraded courses. GPA has always been the best predictor of graduate school performance, but it is being "washed out," thereby making evaluation more difficult. There is a fear that this may lead to a lowering of standards. Students do not want evaluation and they argue against the use of letters, grades, peer evaluations, etc. The result is a probable increasing reliance on standardized tests which will result in undue weight being given to a less valid indicator. There may also be a need to fall back even more on "connections" which could result in a further restricting of the number of feeder institutions. Concern was also expressed over the fact that we cannot presently evaluate important criteria such as motivation, creativity, and research and teaching ability. The sciences and Engineering felt that they had less attrition because such factors were indirectly tested at the undergraduate level in their fields and that their students tend to self-select themselves for graduate study. No studies have been conducted on the relationships between admissions criteria and output. Departments tend to evaluate themselves on the basis of their output, but studies have never been done which relate output to input.

Whereas the current admissions problem is to select those with the greatest probability of successful completion, if graduate education moves towards open admission, the admissions problem will become one of placement rather than selection. It will also probably mean that many more will not be able to complete their graduate program if standards for completion are maintained. Standards of completion will become more important than standards for admission.

With the increase in multiple applications, the age-old problem of variation from year to year and department to department in the admittance-acceptance ratio will become even greater. This is especially true with regard to financial aid awards since radical changes in the acceptance ratio can cause real problems. Until now, departments have always been able to find money if more accepted than were anticipated. Some departments noted that they could admit more students if they had more funds; i.e., the financial aid problem placed restrictions on the admissions decisions.

In the past, some departments have allowed students to make up deficiencies existing at the time of admission. Although Chemistry and

Engineering still make such allowances, more and more departments are requiring that entering students be fully prepared.

It was suggested, by one faculty member, that many departments did not know what they were doing nor the value of their efforts. It was felt that inadequate attention was paid to prerequisites and the matching of the undergraduate preparation with the graduate level programs. A difference was noted between the relatively preestablished graduate program for preparing the technician and the need for an individualized, flexible program of independent study for the scholar. If there is a need and place for both in the Graduate School, departments should spell out their objectives and should make their admissions decisions on different bases for each program. Somewhat related to this was the opinion that the Graduate School was too rigid in its restrictions for graduate study. Special mention was made of the age limit and the fact that there was no alternative to full-time study. A concern was also expressed over the relative lack of interdisciplinary and special programs. The feeling was that the graduate programs were too conventional and, therefore, tended to attract the conventional type of student. The expressed need was for a more relevant and dynamic program, and it was suggested that there would be less student unrest if changes were made to meet their needs. If such changes were made, it would have a profound effect on the admissions decision making process.

Special problems were cited for Engineering departments. It was felt that more M.A. candidates are needed to eventually fill professional roles and that the Ph.D. should be limited to preparation for teaching and research. A countermovement from other departments has been to eliminate the terminal M.A. so that they can assess potential for the Ph.D. at the time of entering graduate study. Engineering also had a unique admissions problem in that some areas are highly specialized and experience is only available at the graduate level (e.g., Environmental Engineering). This means that the graduate department has no directly relevant prior student experience on which to base judgments. There is also a high percentage of students in Engineering who have been out of the formal educational system for some time before reentering. In such cases, special attention must be paid to the advice from applicants' employers.

Those departments with the requirement that all admitted students must be on financial aid have a special problem due to the fact that there are separate systems and a gap in the timing of the decisions on admissions and financial aid. The system calls for admissions decisions to be made earlier than those for financial aid. The present solution is to admit only those qualified for a fellowship, but this means that the fellowship decisions cannot be made on a comparative basis (all data is on all applicants) and they must often be made on less than complete data. This is especially a problem for departments that must depend on GAO for financial aid funds.

A final problem was noted by GAO. The peak period for applications is in the summer and from November to April. They have sufficient staff except for these peak periods. The amount of training needed is too great to hire special staff and train them for the peak periods, and to maintain a permanent staff of sufficient size to handle the peak load would mean overstaffing at other times.

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Graduate Admissions and Fellowship Selection Policies and Procedures

The University of California at Los Angeles (UCLA) is a state-controlled institution whose total enrollment for the fall quarter of 1968 was 28,300 with a graduate enrollment of approximately 8,900 full-time students. For the fall quarter 1969, it received 10,960 applications, of which 9,000+ were considered complete; about 5,000 applicants were offered admission, while 4,000 were denied admission. Graduate study is under the general supervision of the Graduate Division.

I. ADMISSIONS POLICY

The governing body of the University of California system is the Board of Regents, which has, subject to its review, granted authority for policy formulation to the Academic Senate. The Senate in turn, has delegated responsibility for graduate policy to one of its committees, the Graduate Council. Although these policy-making bodies are organized on a university-wide basis, they operate through corresponding units at each campus, e.g., the UCLA Academic Senate and its committee, the Graduate Council.

The primary graduate admissions policy for the University of California and the authority of the Graduate Council is specified in the Regulations of the Academic Senate.

> Persons holding the degree of Bachelor of Arts, Letters, Philosophy, or Science, from a reputable institution authorized by law to confer those degrees, and maintaining standards for these degrees accepted by the Graduate Council concerned as equivalent to those of the University of California or holding any other degree or certificate which the Graduate Council concerned may accept as equivalent, may be admitted as graduate students in the University of California, provided that the official credentials presented show that the scholarship requirements imposed by the Council of the Graduate Division concerned are satisfied. Applicants whose purpose is to become candidates for a second bachelor's degree (other than the Juris Doctor) will, however, not be admitted as graduate students.

Although this policy extends to the entire university system, it is general in nature and permits interpretation by the Graduate Council "concerned" at the campus level. As a result, the UCLA Graduate Council assumes responsibility for ascertaining what is meant by reputable institutions and the equivalence of degrees or certificates to those awarded by the University of California.

Because the Academic Senate provides only a general description of the general requirements for graduate admission, a second level of authority has determined acceptable minima in terms of grades and the scholastic record. At a meeting on April 25, 1962, the State-wide Coordinating Council for Graduate Affairs (CCGA) defined minimum standards for graduate admission. The intent was to facilitate the transfer of graduate students from one campus of the University to another without the necessity for reapplication. It established a B average or the equivalent during the applicant's Junior and Senior years, including his major, as a "minimum scholastic requirement" for graduate consideration.

The Graduate Council's main function has been to establish general guidelines related to the admission of graduate students. For example, the Council has stated that applicants should have a 3.0 grade point average (on a 4.0 grade scale), but the actual implementation of this requirement is left to the Associate Dean for Graduate Admissions. This requirement is used primarily to exclude unqualified applicants, but it may also be waived by the Associate Dean in light of other evidence that indicates an applicant has the scholastic capability to pursue graduate study. It should be noted that authority of the Associate Dean to make such ruling by "Dean's Special Action" has not been established by statute or official action of the Graduate Council, but appears to be sustained as an internal operating policy of the Graduate Division.

When an applicant's record fails to meet the "University minimal requirements," the Coordinating Council for Graduate Affairs has agreed that special admissions criteria may be applied. This exception applies particularly to the performing arts or when the scholastic record does not reflect the real capacity of the student. These special criteria also make it possible, under extraordinary conditions, to consider applications from students without the bachelor's degree or degree equivalence but who show other indications of merit and achievement.

Although general requirements for admission have been specified by the Graduate Council and are administered by the Graduate Division, most departments have created additional requirements for themselves. These departments require applicants to submit GRE scores and/or letters of recommendation. Some departments also request a term paper or thesis; Art, for example, a portfolio. A few departments will also limit admission to certain quarters, i.e., fall and spring, while others will consider applications for all quarters. Although there are overall admission application deadline dates, a few departments follow deadlines established nationally in their fields. See Appendix A for table of offerings and requirements by departments.

Admission Requirements for Foreign Students

Because of the difficulty in evaluating the qualifications of foreign applicants, the Graduate Admissions Evaluation Section has a special division to handle foreign applications.

In general, a foreign applicant is expected to have completed sixteen years of schooling. Enforcement of this rule varies depending on the educational system the applicant has been through. Grades and other academic data are considered in light of the method of scholastic assessment used in foreign universities. When necessary, further knowledge about a foreign applicant can sometimes be gained through overseas interviews arranged by the Graduate Admissions Section.

The Academic Senate has established the regulation that "entering foreign graduate students are required to pass" an examination in English.

Although overseas students are urged to take the Test of English as a Foreign Language by way of self-assessment, UCLA relies solely on its own examination as the official means of certifying an applicant's competence in English.

II. FINANCIAL AID POLICY

Selection for fellowships, traineeships and assistantships are, for the most part, handled by departments. While there is a general rule that candidates for fellowships have a 3.5 grade point average (GPA), there appears to be little in the way of policy guidelines, other than those related to procedural matters. There is a Fellowship Committee of the Graduate Council, but its main purpose appears to be the allocation of university-supported awards to departments.

Graduate financial aid is administered by the Fellowship and Assistantship Section of the Graduate Division. The office is supervised by an Associate Dean; it operates separately from but, whenever possible, in coordination with the admissions section.

III. ADMISSIONS PROCESS AND DECISION MAKING

The Graduate Admissions Section (G.A.S.) receives and processes applications for about seventy graduate programs. Although the Associate Dean is charged with the responsibility to admit applicants to degree programs, this assignment is, for the most part, carried out in conjunction with departments. Applications and credentials are received and compiled by the admissions section, evaluated as to minimum eligibility in terms of university requirements, and referred to departments for their review and recommendation regarding admissibility. The final and official notices of admission are issued by G.A.S.

IV. ORGANIZATION OF THE GRADUATE ADMISSIONS SECTION

G.A.S. is comprised of 24 full-time staff members and four part-time student employees. The section is divided into three subsections: 1) Applications, Fees and Transcripts (AFT); 2) Processing; and 3) Evaluation. The Evaluation subsection consists of two separate staff groups, one for domestic applications and the other for foreign.

An Associate Dean is responsibile for the overall administration of the office. He is aided by two Senior Administrative Assistants and four Administrative Assistants. One Senior Administrative Assistant has been designated as office manager and is charged with supervision of the entire office. Another Senior Administrative Assistant supervises the Evaluation subsection. The four Administrative Assistants, respectively, supervise AFT, Processing, Domestic Evaluations and Foreign Evaluations.

AFT corresponds with prospective applicants as well as those who have already applied. It provides information to the public and to students inquiring about the processing status of their applications. The unit also initially receives applications, transcripts, test results and other supporting material. It collects application fees, matches transcripts and other supporting data with applications, and prepares dossiers for each application.

AFT initially screens all applications. This function, called "scanning," enables G.A.S. to rapidly identify exceptionally well-qualified applications, in order that they may be referred directly to departments for consideration rather than go through the subsequent review of the Evaluation subsection. All other applications are referred to the Evaluation subsection. In scanning applications, AFT color codes them according to the quality of their GPA. This coding procedure enables the Evaluation subsection to assign priority to applications that appear eligible in order to send them to departments as quickly as possible.

The Evaluation subsection computes GPA's for each application received regardless of whether it has been "scanned" high or low. The evaluators, upon receiving an application, check the accreditation of the applicant's undergraduate school and compute two GPA's, one for all upper division coursework and the other for upper division courses that correlate with his proposed graduate major. Any graduate coursework undertaken by the applicant is reviewed to determine if his grades are acceptable, that is, 3.0 or higher. The evaluators also determine if the file includes letters of recommendation and GRE scores that should also be sent to the department. When available, they try to identify data on the application form which is related to an applicant's scholastic objectives and may be of interest to the proposed major department, e.g., employment experience or other relevant activities.

An evaluation sheet is completed for each applicant which includes mention of his undergraduate institution and major, degree received, proposed UCLA major and degree objective, and data about the quality of his undergraduate and--if any--graduate record. There is also space for remarks by the evaluator.

After being evaluated, an application is returned to the Processing subsection for transmittal to the major department. Each application referred to a department always includes transcripts; the G.A.S. evaluation sheet is attached to be retained by the department if the applicant is admitted.

The departmental action sheet is intended to inform G.A.S. of the department's recommendation. It is divided into three parts. The first enables the department to recommend either admission, rejection, admission under "limited status," or no action. This part also includes several standard items relating to the conditions of admission or reasons for denial which may simply be checked by the department. The second part of the sheet is used by the department to indicate whether the applicant has been granted financial support. Part three is used by G.A.S. to confirm final admissions action by the Graduate Division.

In administering university requirements, G.A.S. may directly deny applicants who fail to meet these standards. An applicant's GPA is computed for his Junior and Senior years (i.e., upper division), as well as for any graduate coursework that may have been completed. The admissions section usually includes a minimum of 90 quarter hours (60 semester hours) in the GPA tabulation.

Applications not supported by a GPA of at least 2.75 (on a 4.0 grade scale) are usually denied outright and are not referred to departments.

Before denying such applications, however, G.A.S. attempts to identify other data which may indicate that applicants may be worthy of further consideration by their proposed departments. Factors which may support such "non-standard" applications are employment experience, strong test scores, Peace Corps or Vista service where relevant to graduate objectives, and interest in a new or special type of program (e.g., a new major field or a project for minority students.)

G.A.S., as a result of several procedures to be described in a later section, reviews each application thoroughly before deciding to refer it to a department or to issue a rejection.

Applications with departmental recommendations are returned to the Processing subsection, which issues the appropriate notifications to applicants. G.A.S. maintains a series of admission and denial letters for various circumstances. There are several admission letters for domestic applicants and for foreign students. Each of the denial letters includes a different reason for rejection, e.g., low scholarship, quota filled, etc.

The differences in each of the admission letters usually relate to registration information. For example, one admission notice is sent when registration instructions are not yet available; another, when registration instructions are included; and a third, informing the student how to register in person when it is too late for mail registration.

All approved applicants receive an official notice of admission and registration information from G.A.S. Some departments, in order to expedite notification to students, send their own admission letters, but in all instances G.A.S. sends a subsequent confirming notice.

Accompanying each admission letter is a housing application, parking information, and a Notice of Intention to Register with a return envelope. The Notice of Intention to Register, which must be returned by all graduate students planning to enroll, also includes some information about the physical examination requirement.

G.A.S., in prescreening applications, is concerned with maintaining the minimum admissions requirements established for the Graduate Division. The intention of these requirements is to exclude unqualified applicants; however, the requirements may be waived at the discretion of G.A.S. In this regard, departments have the right to appeal denial decisions to G.A.S. Departments may base such requests on what appear to be errors made by G.A.S. or on evidence other than what G.A.S. has reviewed that indicates an applicant has the potential for success in graduate study. G.A.S. has usually been responsive to department appeals.

Applicants are admitted either without restriction or under one of three types of restricted admission: 1) "conditional," 2) "with course deficiencies," or 3) "limited status." Conditional admission is usually assigned to borderline applicants who departments prefer to have satisfactorily complete one to three quarters before granting unrestricted status. Students may be admitted with course deficiencies if they lack preparation in their proposed major with the understanding they make up prescribed coursework without graduate credit. Limited status enables students who propose to follow a graduate major which is different from their undergraduate one, to complete prerequisite study at the undergraduate level. Limited status has recently been granted only rarely because of a scarcity of space resulting from an excessive undergraduate enrollment.

V. DEPARTMENTAL ADMISSIONS PROCEDURES

The departments, in recommending applicants for admission, exercise "de facto" primary responsibility for admissions decisions. Although G.A.S. determines whether applicants meet certain prescribed minimum requirements, the departments may have established higher requirements. Only recently have departmental enrollment targets, based on "historical" data, been assigned by the Chancellor's Planning Office and monitored by the Admissions Section. The availability of faculty, space and equipment resources is also a determinant in enrollment limitations. Further, as departments assess the standard of academic quality which they wish to achieve or sustain, they are inclined to accept students who appear qualified to contribute to meeting those objectives.

Smaller departments appoint an experienced faculty member to handle admissions; larger departments rely on a Vice-Chairman, Graduate Affairs, to chair an admissions committee. This officer is responsible for receiving applications, compiling additional data required by the department, and facilitating the review of applications in accord with departmental procedures. In some departments, he is also empowered to admit applicants without committee consideration, but subject to its review.

Although each department may have its own method for reviewing and acting on applications, they all appear to use similar criteria in measuring the quality of applicants. Most important is the applicant's grade record, particularly in upper division courses related to his major. Secondly, departments are concerned about schools attended and recommendation letters. In regard to recommendations, some departments are mainly interested in the person providing the letter (i.e., is he someone known to department members).

An assessment of the applicant's undergraduate college is usually based on the department's previous experience with students from that institution and its knowledge of faculty at the school. If a college is relatively unknown, but the applicant's GPA is acceptable, the department will rely on the quality of test scores.

Department Examples

Psychology

The Psychology Department estimates that it is the recipient of the largest number of departmental applications, about 700 completed applications for the fall 1969. The Department, unlike most other departments, prefers to respond to admission inquiries and to receive applications directly. Save for foreign applicants, it does not rely on the G.A.S. prescreening procedure. In reply to inquiries, the Department requests a completed application form, statement of interest, transcripts, GRE scores (including Advanced Psychology Test), MAT score and four letters of recommendation. The MAT presently is not used generally for admissions purposes but is only being collected to determine if it will be potentially useful as an additional selection criterion.

The departmental admissions committee is comprised of representatives from four areas of specialization. Each representative serves as liaison with an area committee.

Although the Department considers several factors which it feels identify an applicant's potential for success in graduate study, it is very much interested in those who have achieved high GPA's at better undergraduate institutions. The GRE and MAT are useful in assessing applicants from unknown schools. Normally, it would not admit a student with a low GPA but a high GRE score: good grades are essential.

The Department is very much interested in the professional motivation of applicants. Those with a research orientation are given a higher rating because this is considered a high predictor of graduate success. Applicants with a service orientation are given a lower rating in the selection process, since the feeling exists that there is a good correlation between students with a service orientation and those dropping out of graduate study. Some students are awarded terminal Master's degrees, but the Department estimates that 50 percent of its students receive Ph.D. degrees. Some research aimed at improving the selection process in order to reduce the attrition rate has been initiated within the Department.

Culturally disadvantaged applicants are reviewed individually; however, there is some difficulty in identifying such students. Some flexibility is exercised in considering and accepting them.

The Department is also interested in admitting foreign students. It feels that foreign students, as well as midwesterners, southerners and easterners, provide cosmopolitan input to the Department. G.A.S. has been particularly useful in recommending foreign applicants. Of all departments visited this one made the most effective effort to relate the quality of performance to the admissions criteria.

Chemistry

The Chemistry Department maintains an admissions committee, but, in fact, most decisions are made by the graduate adviser, who is also committee chairman. A departmental evaluation sheet is prepared for each applicant which indicates his respective undergraduate college overall GPA, upper division GPA and GPA for upper division Chemistry courses. GRE scores are included if available. Applicants are assigned qualitative rankings of A,B,C, based on the above data.

The quality of an applicant's GPA and school attended are the primary criteria for selection. Letters of recommendation are also crucial and GRE scores are helpful in considering students with questionable GPA's or from unknown colleges.

The Department will select state residents who meet the minimum GPA requirement of 3.0. Because the Department publishes its minimum admission requirement, it feels that it has an obligation to admit state residents. Also, the Master Plan for Higher Education in California commits state universities to admit to Ph.D. programs students who have successfully earned Master's degrees at state colleges.

The Department admits candidates primarily for Ph.D. study. It estimates that one student out of ten in the A category will enroll, and that its attrition of students already enrolled is 10 to 20 percent a year.

The graduate adviser reviews most of the application dossiers and assigns ratings. He does consult other faculty members on individual cases; however, as already indicated, he makes most of the admissions decisions. He is also responsible for allocating financial aid. Previous to the 1969-70 academic year, all graduate students received some form of financial aid. Because of a reduction in funds, particularly from federal sources, not all students could be provided with aid and some self-supported applicants were admitted for fall 1969.

The Department contacts applicants eligible for admission and financial aid directly, but indicates that official notice will be issued by the Graduate Division. It feels that it must inform applicants immediately, rather than wait for G.A.S. to notify them, in order to attract highly qualified students. In this regard, the Department recognizes the competition for the best students among graduate schools.

Engineering

The several Engineering departments were formed into a School of Engineering and Applied Science in 1969. An Assistant Dean of Graduate Student Affairs, who is also appointed as an Assistant Dean of the Graduate Division for delegation of Graduate Council Authority, is responsible for admissions. His office receives and replies to initial application inquiries, but relies on Graduate Admissions to compute the applicant's GPA. The Assistant Dean is also authorized to admit applicants for M.Sc. and Ph.D. programs; however, his assistant has been assigned to act on Master's candidates. Specifically, the Assistant Dean will admit highly qualified Ph.D. applicants directly, but others are referred to departments for their recommendations.

An Applicant's GPA and recommendation letters are the primary selection criteria. The applicant's undergraduate college does not appear to be as significant a factor as in other departments. Strong letters of recommendation can offset a poor GPA. Also, an applicant's experience and examples of creativity are considered, e.g., employment, published papers, Master's thesis.

GRE scores play only a minor role in the selection process, except for foreign students who are required to take the Aptitude and Advanced Engineering Tests. A departmental study indicated that the GRE did not accurately predict success in graduate Engineering.

There are no special programs or flexibility in the selection process for minority students. They are considered equally with all other applicants.

G.A.S. screens all applications for admission to Engineering and will deny those not qualified. It was estimated that on the average, about six weeks are required to completely process an application, from collation of application and transcripts to preparing the offer of admission.

The Assistant Dean estimated that his office reviewed about 1200 applications during the past year, including 800 for the fall quarter. Approximately 600 Master's and Ph.D. applicants were admitted for the fall; about one-half to one-third enrolled.

Although part-time students have been admitted, the school has been moving in the direction of a full-time student body. It was estimated that attrition was low and that only a fraction of enrolled students were on probation.

Fellowships and traineeships are granted by the Dean of the School of Engineering. Assistantships, however, are awarded by departments.

English

The English Department's Vice Chairman, Graduate Affairs, reviews most applications. There is a graduate committee which is consulted on special cases. The main admissions criteria are GPA and GRE scores. Applicants for the M.A. are required to have a GPA of at least 3.2; for the Ph.D., 3.4 All applicants are required to have a minimum score of 600 on the GRE Advanced Literature in English Test; however, if an applicant has completed some graduate study, a high GRE score is discounted.

An applicant's undergraduate school does not appear to be a significant factor in the selection process. Notably, a large number of applicants are UCLA graduates whom the Department considers at least equally, if not preferentially, with other students. Letters of recommendation are mainly useful in considering marginal cases. Recommendations from the Department's own Ph.D. graduates are most important.

Both M.A. and Ph.D. students are accepted. The department has organized its M.A. program to prepare junior college teachers. Applicants for a terminal M.A. program who have strong GPA's and GRE scores are encouraged into the Ph.D. program.

All applications for English are initially received and screened by G.A.S. The Department has noticed a decrease in applications since 1967. For fall 1968, 110 M.A. applications were reviewed and 59 admitted as compared to 299 received and 190 accepted the previous year. For the Ph.D., 120 applications were considered and 59 admitted for fall 1968, contrasted with 158 received and 77 approved in 1967. The Department attributes this reduction to an increasingly limited number of employment opportunities in the field. The main job source for doctorates in English are colleges and universities, whereas nonacademic opportunities are open in other fields, e.g., political scientists can enter government and business, as well as educational institutions. The Department has been reviewing its programs and enrollment in light of the national Ph.D. surplus.

There were 207 students enrolled for the fall quarter of 1969. About one-half of the students received some form of financial support. The Department noted that the number of fellowships available has been decreasing, and funds for stipends have been static recently.

Two graduate students in the Department joined the members of the staff as participants in the case study. One was particularly articulate about the problems of his field. He contributes to an on-campus program to advise potential graduate students about the opportunities and limitations in this field. Another concern of his was the transition from student to practicing professional, a process for which he did not feel prepared.

In general, the English Department seemed most concerned about the future of its graduates.

History

In the History Department, admissions are coordinated by the Graduate Adviser. The departmental admissions process is organized by subcommittees within each field of specialization, e.g., American History, European History, etc. The Department views its mission as preparing scholars for universities and colleges. It has been satisfied with the caliber of students recently enrolled.

All History applications are prescreened by G.A.S. The Department prefers to admit students only for the fall quarter, in order to consider all applications competitively. Exceptions are made for outstanding students. For fall 1969, the Department processed over 400 applications, offered admission to 230-250, about half of whom enrolled.

The primary selection criteria are GPA (3.25 required for upper division History courses) and letters of recommendation (2-3 required). The GRE is not required, but is requested if other data isn't sufficiently conclusive to make a decision. An applicant's undergraduate college is of significant importance. Various schools are qualitatively rated on a subjective basis by the faculty. The Department tries to discourage its undergraduates from continuing for graduate study at UCLA.

Although the Department sustained prescribed entrance criteria, it did not have a hard and fast application ranking method. Fellowship candidates, however, are ranked on a 1 to 5 scale by a five-man fellowship committee.

The History Department is the largest department at UCLA. During the fall of 1969, 415 graduate students were enrolled; there were 80 faculty members. It feels that it has been saturated with enrollment. In the face of a recent mushrooming of applications, the Graduate Adviser feels a perplexing problem is maintaining enrollment quotas among the subfields. American History, for example, has established a firm quota because of overcrowding.

The Department does not feel it is very much affected by competition among graduate schools. It does not recruit students, since it believes it has an adequate supply of qualified applicants. Its prime goal is to produce doctorates.

The department did not seem too concerned about the Ph.D. surplus. It believes that its first-rate graduates will always secure jobs, and that all of its doctorates will be considered as leading candidates for employment.

Political Science

Here, the departmental chairman also chairs the admissions committee, comprised of four members. Grades and letters of recommendation are paramount in the selection process. In this regard, the admissions committee tries to "read between the lines" as to what the grades mean. For example, what does a grade of B or C mean from a well-known professor? The quality of an applicant would be in question if a recommendation was not submitted from that instructor.

The Department has not developed a clearly defined method for rating applications. In part, this has resulted from its attempt to reduce enrollment. With fewer applicants being admitted, it is relatively simple to identify and select those best qualified.

The GRE is not essential to the admission process, but is used to measure candidates for financial aid. Specifically, the Department is interested in students who score in the 90th percentile. The Verbal part of the GRE is considered helpful as evidence of an applicant's native intelligence.

The Department plans to accept 35 students in the fall of 1970. It will probably provide all of them with financial support, although for first-year students such aid is usually a research job with a faculty member. During the past few years, the Department has supported all of its 60-70 students.

Minority group students are processed in the same way as other applicants, but they will be given special consideration. The Master's program in Public Administration includes the largest number of such students.

VI. DATA PROCESSING

G.A.S. utilizes no data processing services; however, a university-wide Management Information System, including graduate admissions, is planned. Developmental work on the system is being handled by the President's office in Berkeley. G.A.S. has worked with the UCLA Chancellor's Systems and Procedures Office in formulating a data base for graduate admissions. The Management Information System (MIS) will include a student data system and a state-wide graduate admissions system. The existing student data system has been used mainly in the area of student records and has not supported the undergraduate admissions process. The MIS will operate through two computer centers, one at UCLA for southern university campuses and one at Berkeley, for those in northern California. The system is being developed on the basis of existing policies and procedures, rather than attempting to institute changes in these areas.

UCLA is working on a computer-based or on-line registration system.

VII. FELLOWSHIP AND ASSISTANTSHIP SECTION

Along with its own Admissions Application, the G.A.S. also distributes the "Application for Fellowships, Traineeships and Assistantships" to try to ensure that all support applicants will also have applied for admissions clearance along with fellowship consideration. The G.A.S. keys its procedures and forms to the fellowship process to ensure close coordination with the Fellowship and Assistantship Section.

VIII. FINANCIAL AID PROCEDURES

General responsibility for the distribution of financial assistance awards and reporting of financial aid funds allocation rests with the Fellowship and Assistantship Section (FAS) of the Graduate Division. FAS, which is supervised by an Associate Dean, functions independently of G.A.S., but the two sections try to coordinate their activities related to newly admitted students whenever possible.

Graduate financial support is divided into three categories (A,B,C) each of which relates to the type of administrative control over specific allocations for fellowships, traineeships or other awards. Category A grants are administered entirely by departments or by organized research units. These may include funds from the AEC, NASA and NIH.

Category B funds are allocated to departments by the Fellowship Committee of the Graduate Council. These awards are primarily university-funded fellowships, but include NDEA IV and V Fellowships and NSF Graduate Summer Traineeships.

Category C grants are administered by the Graduate Division, with assistance from various award committees. These include NDEA IV Fellowships, Graduate Advancement Fellowships (for minority students) and private funded fellowships with specific qualifying restrictions.

Over 90 percent of all financial awards are in Categories A and B. Therefore, almost all graduate financial support is under the "de facto" control of departments. Category B funds, for example, which are administered by the Graduate Council, are actually disbursed by departments. The Fellowship Committee allots Category B funds to departments which nominate candidates. The candidates are submitted to FAS for technical approval (e.g., citizenship) which in turn refers them to the Fellowship Committee for final but "rubber stamp" approval. The Fellowship Committee, however, reserves the right to issue award letters to students. The only campus-wide financial aid competition is for Category C funds. There are no differences, as far as students are concerned, between Category A and B awards.

The deadline for receipt of applications for University administered fellowships is January 31. Students interested in externally funded grants are advised to apply during the early fall.

The FAS provides financial data to the Fellowship Committee that is used to determine the allocation of funds among departments. In mid-January, departments are advised of the availability of award funds and requested to submit nominees to FAS by the last week in February. Offers are sent to successful candidates during March. UCLA adheres to the AGS agreement which requires acceptance of offers by April 15. When a student declines an award, FAS sends the offer to an alternate, after it notifies the department. The department has 24 hours to select another alternate, if it wishes, before FAS issues the offer to an already designated alternate.

Fellowship nominees are required to have a 3.5 GPA or better; but, because of severe competition for awards, departments do not select students below that level.

For fall 1968, 5340 financial aid applications were received from new and continuing students, of which 3400 received awards. Included were 1200 Teaching Assistantships and 1900 Research Assistantships, both full and partial awards.

Financial need is not a criterion in awarding grants. Scholastic rank is the most important element of consideration. Some grants-in-aid are awarded to needy students, but available funds are very limited. Doctoral Opportunity Fellowships are provided for certain minority group students (i.e., Negroes, Mexicans and American Indians). The Graduate Student Association has also had fees raised by a dollar per quarter in order to establish a fund for minority students.

Foreign students are treated equally in the fellowship competition. They are not, however, permitted to receive tuition and fee waivers during their first year, except retroactively.

Richard Dremuk
Hervey C. Scudder

APPENDIX A

PROPOSED GRADUATE MAJOR	DEGREE(S) OFFERED	DEPARTMENT OR SCHOOL IN WHICH DEGREE OFFERED	SPECIAL DEPARTMENTAL DEADLINES FOR FILING APPLICATIONS	ACCEPTANCE LIMITED TO PARTICULAR QUARTER(S)	DEPARTMENTAL REQUIREMENTS FOR ADMISSION		FOREIGN LANGUAGE REQUIREMENTS
					GRE APTITUDE & ADVANCED	LETTERS OF RECOMMENDATION &/OR OTHERS	
African Area Studies	MA	Interdepartmental			Aptitude		MA: 1**
Anatomy	MS, PhD	Anatomy			Aptitude & Advanced	2	MS: None PhD: 2**
Anthropology	MA, PhD	Anthropology			[a]Aptitude & Advanced	3, plus a term paper or thesis	MA: 1 PhD: 1 with special proficiency
Anthropology & Sociology	PhD	Interdepartmental			[a]Aptitude & Advanced	3 plus a term paper or thesis	PhD: 1
Architecture (Urban Design)	M Arch U D	Architecture & Urban Planning		Fall		3	MA: None
Art	MA, MFA	Art		Fall, Sp if Applicant for Pictorial Arts		2 + portfolio except for Art History	MA: 1 (consult the Department) MFA: None
Art History	PhD	Art				2	PhD: 2
Astronomy	MA, PhD	Astronomy			Advanced in Physics	3	MA: 1 PhD: 2
Biochemistry	MS, PhD	Chemistry		Fall, Sp		3	MS: 1 PhD: 2*
Biological Chemistry	MS, PhD	Biological Chemistry.		Fall, Sp		3	MS: 1 PhD: 2*
Biostatistics	MS, PhD	Public Health			Aptitude		MS: None PhD: None
Botany	MA, PhD	Botanical Sciences			Aptitude & Advanced		MA: None PhD: None,
Business Administration	MS, PhD MBA	Grad School of Business Administration	For PhD, 1 mo. earlier than normal deadline, March 15th for Fall Quarter		ATGSB	3	MS: None MBA: None PhD: 1 with special proficiency or math.
Chemistry	MS, PhD	Chemistry		Fall, Sp		3	MS: 1 PhD: 2*
Classics	MA, PhD	Classics					MA: 1** PhD: 2**
Computer Sciences	MS, PhD	Interdepartmental			[b]Advanced (Foreign only)	4	PhD: 1
Dance	MA	Dance					MA: None
Economics	MA, PhD C. Phil.	Economics					MA: None PhD: 2*
Education	MA, PhD M Ed, EdD	Grad School of Education			Aptitude		MA: 1 M Ed: None EdE: None PhD: 1
Engineering	MS, PhD M Engr.	School of Engineering & Applied Science	Mar. 15 for Engr. Exec. Prog.		[b]Advanced (Foreign only)	4	MS: None M Engr.: None PhD: 1 with special proficiency
English (See also TESL)	MA, PhD C. Phil.	English			Advanced		MA: 1 PhD: 2
Folklore & Mythology	MA	Interdepartmental				2	MA: 1
French	MA, PhD C. Phil.	French					MA: 1** PhD: 1 or special language program**

[a] Advanced test if undergraduate major was anthropology.

[b] Must be taken in applicant's undergraduate major.

* Or 1 foreign language and a substitute program. For information on the substitute program, please consult the Department.

** Please consult the Department for additional foreign language requirements.

PROPOSED GRADUATE MAJOR	DEGREE(S) OFFERED	DEPARTMENT OR SCHOOL IN WHICH DEGREE OFFERED	SPECIAL DEPARTMENTAL DEADLINES FOR FILING APPLICATIONS	ACCEPTANCE LIMITED TO PARTICULAR QUARTER(S)	DEPARTMENTAL REQUIREMENTS FOR ADMISSION		FOREIGN LANGUAGE REQUIREMENTS
					GRE APTITUDE & ADVANCED	LETTERS OF RECOMMENDATION &/OR OTHER	
Geochemistry	MS, PhD	Interdepartmental				3	MS: None PhD: 2
Geography	MA, PhD C. Phil.	Geography			Advanced	3	MA: 1 PhD: 2 or 1 with special proficiency*
Geology	MS, PhD, C. Phil.	Geology			Aptitude	2	MS: None PhD: 2 or 1 with special proficiency*
German	MA	Germanic Languages				3	MA: 1**
Germanic Languages	PhD	Germanic Languages				3	PhD: 2**
Greek	MA	Classics					MA: 1**
Hispanic Languages & Literatures	PhD C. Phil.	Spanish & Portuguese					PhD: 2**
History	MA, PhD C. Phil.	History	Jan. 15	Fall	[c]Aptitude	2	MA: 1 PhD: 2**
Indo-European Studies	PhD C. Phil.	Classics					PhD: 2**
Information Science (Documentation)	MS	Library Science			[c]Aptitude	3	MS: 1
Islamic Studies	MA, PhD	Interdepartmental				3	MA: 1** PhD: 2**
Italian	MA, PhD C. Phil.	Italian				2	MA: 1** PhD: 2**
Journalism	MA MJ	Journalism	April 15	Fall	Aptitude	2-3	MA: 1 MJ: None
Latin	MA	Classics					MA: 1**
Latin American Studies	MA	Interdepartmental				3	MA: (included in admission requirement)
Library Science	MLS	Library Service	Mar. 15	Summer, Fall	Aptitude	3	MLS: 2 (admission requirement)
Linguistics	MA, PhD C. Phil.	Linguistics				2	MA: 1 PhD: 2**
Mathematics	MA, PhD MAT, C. Phil.	Mathematics				2	MA: None MAT: None PhD: 1
Medical History	MA, PhD	Medical History					MA: 1 PhD: 2**
Medical Microbiology & Immunology	MS, PhD	Medical Microbiology & Immunology		Fall	Aptitude	3	MS: None PhD: 1
Medical Physics (Radiology)	MS, PhD	Radiology				2	MS: None PhD: 1
Meteorology	MS, PhD C. Phil.	Meteorology				3	MS: None PhD: 1 or substitute program
Microbiology	MA, PhD	Bacteriology	Mar. 1	Fall, usually		3	MA: None PhD: 1

c. Sometimes.

*Or 1 foreign language and a substitute program. For information on the substitute program, please consult the Department.

**Please consult the Department for additional foreign language requirements.

PROPOSED GRADUATE MAJOR	DEGREE(S) OFFERED	DEPARTMENT OR SCHOOL IN WHICH DEGREE OFFERED	SPECIAL DEPARTMENTAL DEADLINES FOR FILING APPLICATIONS	ACCEPTANCE LIMITED TO PARTICULAR QUARTER(S)	DEPARTMENTAL REQUIREMENTS FOR ADMISSION		FOREIGN LANGUAGE REQUIREMENTS
					GRE APTITUDE & ADVANCED	LETTERS OF RECOMMENDATION &/OR OTHER	
Molecular Biology	PhD	Interdepartmental			[c] Aptitude	3	PhD: 1
Music	MA, PhD C. Phil	Music				2-3	MA: 1 PhD: 2**
Near Eastern Languages & Literatures	MA, PhD C. Phil	Near Eastern Languages					MA: 1** PhD: 2**
Neurosciences	PhD	Interdepartmental		Summer, Fall		3	PhD: 1
Nursing	MN, MS	School of Nursing					MN: None MS: None
Nutritional Sciences	MS	Public Health				3	MS: 1
Oriental Languages	MA, PhD	Oriental Languages					MA: 1** PhD: 2**
Pharmacology	MS, PhD	Pharmacology			[c] Aptitude		MS: None PhD: 1 and substitute program
Philosophy	MA, PhD C. Phil.	Philosophy			Aptitude & Advanced	3	MA: 1 PhD: 2
Physical Education	MS	Physical Education			Aptitude		MS: None
Physics	MS, PhD MAT	Physics					MS: None MAT: None PhD: 1
Physiology	PhD	Physiology			Aptitude & Advanced	2	PhD: None
Planetary & Space Physics	MS, PhD	Planetary & Space Science				2	MS: None PhD: 2*
Political Science	MA, PhD	Political Science			Aptitude & Advanced	2	MA: 1 or substitute program PhD: 2 or 1 with special proficiency*
Preventive Medicine & Public Health	MS	Preventive Medicine					MS: None
Psychology	MA, PhD, C. Phil.	Psychology	Feb. 15	Fall	Aptitude		MA: None PhD: 1 or substitute program
Public Administration	MPA	Political Science			Aptitude	2	MPA: None
Public Health	MS, DrPH MPH	Public Health			Aptitude		MS: None MPH: None DrPH: None
Romance Languages & Literatures	PhD C. Phil.	Interdepartmental					PhD: 1**
Russian Area Studies (Awarded only in conjunction with an advanced degree in some other major)	CERT	Interdepartmental					

c. Sometimes.

*Or 1 foreign language and a substitute program. For information on the substitute program, please consult the Department.

**Please consult the Department for additional foreign language requirements.

PROPOSED GRADUATE MAJOR	DEGREE(S) OFFERED	DEPARTMENT OR SCHOOL IN WHICH DEGREE OFFERED	SPECIAL DEPARTMENTAL DEADLINES FOR FILING APPLICATIONS	ACCEPTANCE LIMITED TO PARTICULAR QUARTER(S)	DEPARTMENTAL REQUIREMENTS FOR ADMISSION		FOREIGN LANGUAGE REQUIREMENTS
					GRE APTITUDE & ADVANCED	LETTERS OF RECOMMENDATION &/OR OTHER	
Slavic Languages & Literatures	MA, PhD	Slavic Languages					MA: 1** PhD: 2 (admission requirement)**
Social Psychiatry	MSP	Psychiatry		Fall		*	MSP: None
Social Welfare	MSW, DSW	School of Social Welfare	Apr. 15	Fall		4-6	MSW: None
Sociology	MA, PhD C. Phil.	Sociology		Fall	Aptitude & Advanced	3	MA: None PhD: 1
Spanish	MA	Spanish & Portuguese				3	MA: 1**
Special Education (joint with Cal State Los Angeles)	PhD	School of Education					PhD: 1
Speech	MA, PhD	Speech				2	MA: None PhD: 1
Teaching English As a Second Language	MA CERT	English					MA: 1
Theater Arts	MA, MFA	Theater Arts			***Aptitude	3, plus term paper or thesis	MA: 1 MFA: None
Theater History	PhD	Theater Arts			Aptitude	3	PhD: 1
Zoology	MA, PhD	Zoology			Aptitude	3	MA: None PhD: 2 or 1 with special proficiency

The Candidate in Philosophy has been approved by the University and is now offered in some majors as indicated above. Please consult your proposed major department for details.

*M.D. and 2 yrs. of Psychiatric residency prerequisite; Applicant can be in third year of residency.

**Please consult Department for additional foreign language requirements.

***If area of specialization is Theater.

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UNIVERSITY OF TEXAS AT AUSTIN

Graduate Admissions and Fellowship Selection Policies and Procedures

I. INTRODUCTION

The University of Texas at Austin was included among the institutions in the case study phase of this project because it represented a large, well-established graduate school in the southern United States. In the fall semester of the current academic year, the enrollment in the university was 35,678, with 5501 of these students enrolled in the Graduate School. The 1968-70 bulletin of the Graduate School indicates that the Master's degree is awarded in 54 fields and the doctor's degree in 39 fields. In 1967 a total of 1054 degrees (340 doctorates) were conferred in the Graduate School, with the total since 1967 being 20,391 (4149 doctorates).

It should be noted that there were conflicting reports on some points across those interviewed. In preparing this report such conflicts were resolved by accepting the majority report or by accepting the statement of the individual judged to be in the best position to give a valid report on the particular point.

II. ORGANIZATION AND STRUCTURE

The University of Texas at Austin is a part of the state-wide system which operates in the belief that the components should operate independently. (See Appendix A for organization chart of The University of Texas system. For the location of the Graduate School in the organization of The University of Texas at Austin see Appendix B.)

The University of Texas at Arlington, at Austin, at Dallas, and at El Paso come together to form the Advisory Council on Graduate Affairs. This body is responsible to the Board of Regents of The University of Texas system. There also exists a Coordinating Board for the Texas college and university system with responsibilities for coordinating activities of all state-supported institutions of higher education, including those in The University of Texas system. Twelve to fifteen members are appointed by the governor and approved by the state legislature for a term of six years. This body is coordinative rather than legislative. Matters pertaining to new programs and budgets are considered with an aim to avoiding duplication of programs and expense. The graduate administration of each component in the system plus the Chancellors and Vice Chancellors for Academic Affairs pass on legislation related to policy before it goes to the Board of Regents.

The administrative head of the Graduate School is the Graduate Dean, who is assisted by two Associate Deans and one Assistant Dean. One of the Associate Deans is primarily responsible for general administration of the Graduate School while the other Associate Dean is chiefly concerned with research support. The Assistant Dean has responsibility for student affairs, which includes the admissions aspect of the graduate enterprise. He is assisted by a senior administrative clerk. All but the Assistant Dean are also members of the faculty.

The Graduate Assembly, consisting of 37 elected and 16 ex officio members and including administrative officials of all the colleges, is responsible for policy making in the Graduate School. Policy actions of this body are classified as either major or minor by the secretary. If the policy is considered minor, it becomes effective immediately; if major, it is circulated among the faculty. If disagreement is voiced, the matter must be returned to the Assembly for further consideration. The Dean appoints a Graduate Council consisting of three subgroups (a total of twelve faculty members) with primary concerns in the areas of curriculum, research, and student affairs. The Council is advisory to the Dean with the right to transmit proposals to the Assembly. The handling of grievances involves both of these bodies. The grievance is presented to the Dean for discussion with the Council and for possible transmission to the Assembly, or it may be taken directly to the Assembly although this route traditionally has been avoided.

Any member of the faculty appointed at tenure level in a Ph.D. granting department and who is recommended by his colleagues on the graduate faculty and approved by the Graduate Dean will be appointed to the graduate faculty. Non-tenured members of the faculty may also be appointed through a system of nomination which is currently undergoing modification. Of approximately 1400 faculty members at The University of Texas at Austin, it is estimated that 800 to 900 are members of the graduate faculty.

The Graduate Dean noted that policy making tended to vary with the style of the University President. Over fifty percent of the Graduate School activities need to be coordinated with the Undergraduate Arts and Sciences College, and final approval rests with the University President. The observation was made that graduate deans tend to last longer than undergraduate deans and that graduate schools are somewhat more independent of their institutions than are the other colleges.

III. STATEMENT OF GRADUATE SCHOOL PHILOSOPHY

In the period 1957-58 a program was initiated to make graduate programs at Austin more what they were intended to be. The hope was to produce a program that was more than a mere extension of undergraduate education with a research orientation--a program requiring a distinctly different quality of work from that on the undergraduate level and, thus, requiring different qualities for progress in each. A problem in having distinct and sharp differences between undergraduate and graduate levels is that it makes it less feasible to use undergraduate work as a prediction of graduate school success. Basic to the plan were three assumptions:

a. that a graduate student ought not be required to take more than one to two years of coursework;

b. that this graduate experience should include one year of supervised research and seminars;

c. that the experience should culminate in one year of independent study resulting in the submission of an acceptable dissertation.

Another important aspect of the plan hinged on a "three- to four-year package of financial aid" which relates directly to the three to four years making up the typical doctoral program. The package would include a year as a teaching assistant, a year as a research assistant, and one to two years under fellowship support if the student was qualified. Financial support has never been adequate to institute the plan fully.

After 11 years some changes in practice were noted, while one could still identify areas in which there was essentially no change. A survey of local experience regarding time to the completion of the Ph.D. degree showed a narrowing of the average from 9.5 to 5.5 years with the greatest advance in shortening of time noted in the sciences. About 60 percent of the departments stress the Ph.D.

Times change and create new needs which may call for changes in Graduate School structures and programs. The Ph.D. was characterized as good training for research and teaching but not for professional practice. The Graduate Dean feels that the time may be ripe to propose new degree programs (Doctor of Engineering, Doctor of Business Administration, Doctor of Science, etc.). These might be programs without an original research dimension and without a foreign language requirement. Perhaps the distinction between the Ph.D. degree and the professional doctorate would be made even more explicit by awarding different titles. The two programs would "distinguish between the man who wants further training as job security from the man who wants intellectual excitement in a field" and would restrict the Ph.D. to those fields where valid, original research can be accomplished. Rather than concentrating solely on specialization, continuing general education should also be provided to the Ph.D. candidate. Training for practice could be added, thus recognizing the need for specialized post-baccalaureate training not culminating in a degree, while recognizing, too, the difficulty in developing such a program when so many job descriptions have advanced degree specifications written into them. This might also imply different bases for selection of students since the skills, motivation, and personality characteristics required for the differing careers probably differ. With regard to changes in admissions policy, admission of those who are ill-prepared would be opposed, thereby restricting the number of those being turned out with titles having expectations attached to them up to which the holder cannot live. This has very special implications in programs of recruitment of the disadvantaged. Pedagogical structures and traditional departmental lines were seen as being outdated in terms of current needs. However, to counteract strict departmentalization at the graduate level requires creative faculty and sound funding policies.

The alternative was seen as being two routes to the single Ph.D. goal--one for scholars and the other for practitioners. However, since the goals differ, the preference is to have two distinct programs. It was also felt that the public service function "clutters up" the Ph.D. and that a better job of training the Ph.D. could be accomplished if that role did not have to be fulfilled by the Ph.D. program. Too often the training represented by a degree is not relevant to the career job specifications, and often the Ph.D. is overtrained for his career responsibilities.

IV. GRADUATE SCHOOL ADMISSIONS POLICIES AND PROCEDURES

Policy. Each institution within The University of Texas system establishes its own admissions policies and procedures. The current bulletin of the Graduate School of The University of Texas at Austin lists the following basic requirements for admission:

a. A Bachelor's degree from an accredited institution in the United States or proof of equivalent training at a foreign institution.

b. A satisfactory grade point average in upper-division (Junior and Senior level) work, and in any graduate work already completed.

c. A satisfactory score on the Graduate Record Examinations Aptitude Test.

d. Adequate subject preparation for the proposed graduate major.

e. Acceptance by the Committee on Graduate Studies of the proposed major area.

The published standard identifies the satisfactory level of upper division undergraduate and any graduate work as B average (grade point average of 3.0 on 4.0 scale). What is meant by a satisfactory performance on the Graduate Record Examinations Aptitude Test is unpublished although a combined Verbal and Quantitative score of 1000 is used as a general guideline. The GRE Aptitude Test is a general requirement of all applicants, including foreign applicants, but the Advanced Test is required only in six fields. Some departments, however, use the GRE Advanced Tests as part of the Ph.D. qualifying examination. Tests in addition to the GRE are required in some fields (e.g., the Miller Analogies Test in Educational Psychology).

The Graduate Dean is the final approving authority on applications for admission to the Graduate School. The decision is made in consultation with the graduate faculty in the proposed major field. The Graduate School may veto a departmental admission but usually does not question departmental rejections. If the minimum conditions for admission are not met, the faculty reviewer is reminded that special justification is required for further consideration if admission is recommended. The policy statement in the Graduate School bulletin allows exception when it reports that "some applications showing less than a B average may nevertheless be accepted upon special recommendation of departmental graduate advisors." In actual practice, if admission is recommended with a grade point average (GPA) of 3.00 or better and a GRE Aptitude Test combined score of 1000 or above, admission is routinely approved by a member of the secretarial staff of the Assistant Dean of the Graduate School. Questionable cases are referred to the Deans, and applicants with lower credentials on the two factors may be admitted.

When admission is recommended although minimum conditions have not been met, the Assistant Dean will evaluate the additional information made available to him by the faculty reviewer. If agreement cannot be reached on a decision, the case is referred to an Associate Dean or to the Dean. The final decision rests with the Dean. Disputed borderline cases may be recommended for admission in the "special student" category, to be discussed later.

By action of the Board of Regents of The University of Texas system, an institution may not recruit or solicit students for admission who do not meet usual entrance standards.

If minimum conditions are met and the appropriate major field representative recommends, the applicant's admission is unconditional. Once unconditional admission is granted, a student is eligible to interrupt his progress and return for further graduate work at any time. If the applicant is foreign, the admission is always "provisional" unless the applicant has met the GRE requirement and has done his undergraduate work in the United States with an acceptable record. If a waiver of the minimum conditions has been made, or if the applicant seeks admission after the last scheduled date for the Graduate Record Examinations prior to the term in which he plans to begin, his admission for two semesters is conditional. The conditions may vary. In one case the condition may be removed by taking the Graduate Record Examinations Aptitude Test and making a satisfactory score. In another case the condition might be removed by the successful completion of specified prerequisite work concurrent with the graduate program. The departments notify the student of the conditions.

Applicants for special programs such as federally supported institutes must follow regular admissions procedures and must satisfy departmental requirements for a minimum GPA in the major when participants are required to be enrolled in graduate school. However, the GRE is waived (unless the student wants to change his status to a regular graduate degree program). Such students are admitted in a "non-degree candidate" category.

The University of Texas at Austin has a "special student" status in which a person with a B.A. from an accredited institution may take one semester (nine credits) of appropriate coursework to prove that he can do acceptable graduate work. Registration is with the undergraduate college but the student can take graduate level courses, although they do not count towards the advanced degree. The student may reapply and be accepted if he can do B work and if departmental staff and facilities are adequate to provide the training required. This category is used as a way for students to gain additional educational experience that may improve their GPA or GRE scores to a level acceptable for admission to the Graduate School. It is felt that it is a disservice to admit candidates who do not meet minimum standards considered necessary for success at the graduate level. This system does, however, provide an opportunity for "questionable cases." It was noted that most only get the M.A.

Procedures. The Graduate Dean's office, the Registrar-Director of Admissions (the University combines both positions into one) or the department may receive initial inquiries. Inquiries are usually answered by the Graduate Advisors of the department in which the person proposes to study. If the major field is not identified in the inquiry, the response is sent by the Graduate School. Application forms and brochures on admissions requirements, application procedure and general information are sent as appropriate. Departments may also include special departmental brochures. Financial aid applications and materials are sent along with the admission applications, and applicants are told to return the financial aid form to the appropriate department and the application for admission to the Director of Admissions. Because the catalog is a two-year publication, and is expensive, it is sent only upon request.

The mechanics of assembling an application to the point of its being complete for review is handled by the Admission Office's Registrar-Director of Admissions, who is responsible to the Vice President for Student Affairs. All applications for the entire University of Texas at Austin campus (undergraduate and graduate) come to him, with the exception of the School of Social Work and Graduate School of Library Science, each of which receives, assembles, and reviews applications before sending them, with their recommendations, to the Graduate School. With regard to applications for admission to the Graduate School, the Registrar-Director of Admissions exercises no decision making power. Completing applicant files requires daily checks with all potential recipients of documents to see whether the necessary documents have been received. The Admissions Office maintains an index card file on each applicant with information on the documents received and dates, test scores, date of referral to the Graduate School, and date and nature of final decisions. A postcard is sent to the applicant within three to four weeks of receipt of his application form if documents are still missing. The admissions office also calculates the GPA based on Junior- and Senior-year courses and a separate one on graduate courses, if any. Pass-fail grades are not used in the calculation. Folders on foreign, new, and former University of Texas students are made up by separate staff groups in the Admissions Office.

When complete for review, the file is sent to the Graduate School, which office then becomes responsible for moving the file through the departmental and graduate office review procedure to the point of a decision. The file is then returned to the Registrar-Director of Admissions, who informs the applicant of the decision in a form letter. Any inquiries about rejection are referred to the departments, who try to be as frank as possible. The graduate office maintains a record of files on the review process and records the action of the Graduate Advisor and Graduate Dean.

There is no application fee. An application for admission is complete for review when the application form itself has been submitted with a complete set of official transcripts and GRE Aptitude Test scores (ATGSB may be substituted in Business Administration). Many files are held awaiting GRE scores. An exception to this rule would be that a file may be released without the GRE scores if it arrived after the last possible test date prior to the opening of the term in which the applicant wishes to begin. Applicants indicate on the application form whether they have taken, or plan to take, the GRE. Applications come in earlier and earlier each year but are not processed until fall grades are available. Although letters of recommendation are not required by the Graduate School, some departments do request them.

Two application forms are used--one for those who previously attended The University of Texas at Austin (Appendix C) and the other for those who have never attended The University of Texas at Austin (Appendix D). The same application forms are used for both undergraduate and graduate admissions.

The completed folder contains a referral work sheet with the GPA calculations. A cover letter may be attached if the applicant does not meet the minimum GPA and/or GRE standards. This is to let the department advisor know that he must make a special case if the department recommends admittance.

Foreign applications are an exception to the usual procedure in that an Assistant Director of Admissions in the office of the Registrar-Director of Admissions is more actively involved in the interpretation of credentials. He indicates the nature of the grading system at foreign institutions and any other information that he feels would be helpful. His evaluation accompanies the completed file when it is transmitted to the Graduate Dean prior to review by the faculty. The International Office on the campus provides help with visas and with checking financial responsibility.

Test of English as a Foreign Language (TOEFL) is required of foreign applicants, who must have a minimum total score of 550 and aural score of 70. A letter of recommendation and a picture are also required, and the applicant must be acceptable for admission to a comparable university in his own country. If only GRE scores are lacking, the application may be sent to the Graduate School and, if the evaluated GPA is B or better, the student may be admitted on a temporary permit and allowed to take the GRE as soon as possible after enrolling. If a foreign student is clearly not admissible, the application can be rejected by the Admissions Office without referral to the Graduate School or departments.

Those who have previously attended must apply at least 30 days prior to the proposed date of entry, while others (foreign applicants excepted) are required to apply at least 60 days prior to the proposed date of entry. Foreign applicants are advised to "apply much earlier." There are approximately 800 foreign students enrolled; and more than half of them are enrolled at the graduate level, with the heaviest concentration being in Engineering.

The Registrar-Director of Admissions estimated that, within 24 to 48 hours from the time that a file is complete in his office, it is transmitted to the Graduate School. The one exception would be that the time period is extended when large numbers of GRE scores arrive. He also estimated that, within 24 to 48 hours after he is advised of the decision on a Graduate School application, the decision is transmitted to the prospective student.

The Registrar-Director of Admissions has a staff consisting of an Associate Director of Admissions, 3 Assistant Directors of Admissions, 7 Transcript Evaluators, and 12 clerical personnel (extensive extra help is added during peak periods). Of these, one Assistant Director, 3 Transcript Evaluators and 3 clerks deal with Graduate School admissions. Student help is used for typing and filing tasks. There are definite retention problems below the level of Transcript Evaluator. It is difficult to estimate how much of the time this staff devotes to handling applications for graduate study. Statistics--other than those relating to completed applications, proportion admitted and rejected, and numbers accepting offers of admission--are not available. The figures which are available seem to be gathered by the Graduate School rather than by the Registrar-Director of Admissions. No information is available concerning the number of inquiries or the number of applications which remain incomplete.

The following figures indicate the admission-rejection ratio for a 12-month period and also the number of those admitted who accept the offer:

	Total Applications Complete and Considered	Admitted	Rejected	Registered
Humanities	1022	717	305	297
Social Sciences	1510	941	596	317
Natural Sciences	1741	1108	633	406

The files of incomplete and rejected applications are destroyed after one year. The files of those who are admitted and enrolled are "stripped"--all that is retained are the transcripts and the folder (Appendix E). Only if there is some other information having some important bearing on the recommendation is anything else retained. The transcript is maintained so that the Graduate School can provide a complete record of a student's higher education.

How effective is the system from the point of view of the Registrar-Director of Admissions? He believes that the system is sound and attributes its success to the monitoring procedures, the central records system and the fact that the Graduate Office, which has authority over the departments, assumes responsibility for the system during the departmental review process. More complaints about the system come from staff and faculty than from the applicants themselves.

An interest in a preregistration system is a basic impetus for computerization. The projected system is an enrolled student's records system. The system includes no plans to generate statistics relating to inquiries, incomplete applications, or admission-rejection ratios. The system appears to be oriented to resolving registration problems rather than to solving admissions problems or generating statistics relating to admissions, although the system has the potential for adding admissions information at a later date if desired. Gathering data in a central location is posing problems since many of the units of The University of Texas campus have computers large enough to justify the local handling of the problems to be solved by computerization. There are already more than 25 computers on the campus and the Data Processing Unit does not have the largest of them. The Data Processing Unit reports to the Vice President for Fiscal Affairs while the Registrar-Admissions Officer reports to the Vice President for Student Affairs. Present organization may limit computer application to the admissions operation.

V. DEPARTMENTAL POLICIES AND PROCEDURES

A more detailed discussion of the procedures and policies utilized by the Departments of Chemistry, English, and History revealed systems in basic agreement with the general policies of the Graduate School, but with variation in standards (generally higher than the published minimums of the Graduate School) and more careful scrutiny of such factors as strengths and weaknesses in the record and notation of any trends which might be apparent in the level of scholarly performance as the undergraduate program took shape. The Graduate School office tries to let the departments resolve as many problems as possible at the department level while keeping the graduate office informed. The major decision making, therefore, rests with the departments.

Unlike admissions personnel who might see an applicant only in terms of his being another student, departmental faculty are also looking at these applicants in terms of junior staff positions, which are so important in meeting undergraduate teaching commitments. Chemistry, for example, with a graduate enrollment of approximately 235 and 80-90 teaching assistants, must recruit about 70 students each year. An actual recruitment effort is made. They must plan to make about 140 offers to fill 70 vacancies, with about 45 teaching assistantships being given to entering students. Because of the draft, they had to create about 19 full-time positions whereby a student would teach during the long session while taking one course per semester and then go to school full time in the summer. English, by way of contrast, has about 350 graduate students including about 60 new to the program. About 100 were admitted to obtain the 60.

Although each department has a Graduate Studies Committee made up of all full members of the Graduate Faculty in a given discipline, another area of variation in the departmental admission review is shown in the number of faculty involved in making the recommendation. In the past, the applications to History were reviewed by one man. Currently an effort is being made to involve a majority of the faculty in the admissions decision in History. The change in procedure is based on the belief that admissions decisions are critical because the quality of the admitted students will determine the quality of the product. English employs a four-man committee to review its applications, with the chairman admitting or rejecting the obvious cases and referring the borderline cases to the Committee for a vote. In Chemistry, if the GPA is 3.5, the departmental chairman will automatically recommend admission; if in the range of 3.2 to 3.5, the files are circulated among the faculty; and, if below 3.2, the files are scrutinized with extreme care. If the applicant is not seeking financial assistance, the usual Graduate School standards will be considered sufficient for a favorable recommendation. It appears, therefore, that the system described above is one that takes account of both the admission and financial aid decision in Chemistry because past experience indicates that successful recruitment of graduate students in this field almost always requires financial support. Most do receive support.

Any limitations on the number of students a department will accept rests with the departments and depends on the availability of faculty, facilities, and funds. Chemistry noted that they have divisional limits imposed by the number of research grants. Divisional standards and quotas may vary over time depending on the number they want. In other departments admissions standards tend to vary with the number of applicants as well--as more students apply, the selection standards tend to become higher. In all cases there was a strong belief that the female applicant was considered in accordance with the same policies and procedures as the male applicant. With regard to the recruitment of the minority applicant, there was some variation. In all cases the Regents' regulation concerning recruitment policy was considered binding. English said that it had five or six black students and probably two dozen Mexican-Americans, but they were admitted under the same entrance standards as any other student and were not recruited per se. Chemistry said that it had trouble recruiting minority applicants. They have about 10 to 15 Mexican-Americans enrolled at the present time. History had no program for recruitment of disadvantaged or minority students.

Admissions Criteria. In rendering a decision on an application for admission, the faculty and the Graduate School have two basic items of information on which to decide to admit or reject--an undergraduate record and a GRE Aptitude Test score. The admissions policy statement, which is published, sets the minimum acceptable grade point average but allows for deviation for adequate reasons. Other than requiring the GRE Aptitude Test, the published statement does not even establish general guidelines, although generally accepted guidelines have emerged as noted previously.

Some departments, notably Engineering, have been opposed to the GRE Aptitude Test requirement. The Graduate Dean appointed an ad hoc faculty committee to look at the requirement. They recommended that it be abandoned but, when questioned about the basis for the recommendation, they had no explanation nor any positive suggestions for yardsticks in the place of the GRE. The Dean's Office noted that the faculty complains more about the GRE than do the students. They find it difficult to convey to the faculty that the Graduate School does find the scores useful. The suspicion is that faculty discontent is based on experience with isolated, individual cases, i.e., high scorers who do poorly in Graduate School or vice versa. One administrator felt that teachers who want only an M.A. will go elsewhere because of the GPA and GRE requirements. Some felt that students who have been "out of school" for some time, or who are disadvantaged or foreign, are handicapped by the GRE requirement. The GRE requirement also poses a problem for transfer students with the M.A. or for students who have been doing summer institute work and are applying for the Ph.D. program, if they have been admitted to a graduate institution and are doing acceptable work yet fail to meet the minimum GRE scores. Bad experiences were cited with minority group students who were admitted with deficient language skills. The fear is that faculty will establish a double standard, thereby lowering the general standards for the Ph.D. degree.

GRE scores are viewed as being especially important if an applicant is from an unknown school or if the undergraduate institution uses the ungraded system for evaluation. GRE was seen as the "common denominator which levels out differences in institutional quality." Another use that was suggested involved a second look at the application in which the GRE scores were extreme. However, no studies have been conducted on the predictive validity of GRE scores despite the fact that a Measurement and Evaluation Center, separate from the Counseling-Psychological Services Center, was established in 1967 for the purpose of developing a system of record keeping which would allow regular studies to be conducted to provide feedback to faculty and administration for decision making, and which would aid in the monitoring and evaluation of the entire University of Texas system. The Center is directly responsible to the President and has no real connection with the Admissions Office. The unit also serves as a consultant for test construction; does test scoring, analysis, and evaluation; administers tests for credit and placement; and is available to aid in test score interpretation. It also makes itself available for research and evaluation studies on the basis of requests from the administration or faculty or may initiate such studies itself on the basis of need and interest. It could also do norms studies and provide routine statistical information and compute any GPA of interest. The Center does routinely receive the punched card GRE score reports and makes up books of GRE scores for the Graduate Dean's and Admissions Offices.

In the past, any studies that may have been conducted were done on a departmental basis. A university study was conducted in 1957 on Seniors' GRE results. The lack of research was seen as due to problems of data recording and analysis (it was done by hand) and data collecting (there was no central data bank or office to conduct studies). Even with the new Center, however, it seems that faculty members express a great deal of interest in admissions and selection research but accomplish very little by way of refinement of admissions standards and the conduct of graduate study. The Center has recommended GRE cutting scores to some departments requesting such advice.

One interpretation of the GRE scores is that it is a useful check on GPA--"an A may always be an A but maybe a B is not a B." It was also suggested that undergraduate GPA is less useful as a predictor now because of recent changes in concepts of undergraduate and graduate education in the United States. The GPA was viewed as useful information if it was from a known institution with a program known to be relevant to the graduate curriculum. Emphasis, therefore, is usually on GRE for students from unknown schools and on GPA for students from known schools. Currently the majority of applicants come from known schools, but an increasing number are applying from lesser known institutions. The Graduate School depends on the departments for knowledge about the undergraduate institutions and its assessment. One department chairman, however, said that informal rankings of institutions were useless because "prestige schools" have poor courses and vice versa. He did not feel that one can measure the merit of the individual on the basis of the general prestige of his undergraduate institution.

In addition to the overall upper division GPA, some departments also calculated the GPA for courses related to the major area. Some also viewed the trend in grades, from the Junior to Senior year, as being an indicator. Rank in class was viewed by one department as an aid to interpreting GPA. High GPA and low rank in class could indicate how liberal or conservative the grading practices are.

Consistently high or low GPA and GRE scores are not hard to interpret. Opinions were expressed, however, about the interpretation when the data are inconsistent (e.g., a high GRE and low GPA or vice versa). Several felt that students with high GRE scores (total score 1400-1500) and low GPA, with the exception of those from a few institutions known to be exceptionally hard in their grading practices, were the worst academic and behavior problems. The inference was that such students were bright but would not do their work. One department viewed this as notice to the department that they would have to motivate a lazy student. Another felt that it was indicative of a student who could not stand the discipline of the rigid educational system. Still another saw it as being an indicator of a highly competitive school. A student with a high GPA and low GRE scores was viewed by most as being highly questionable. One department interpreted this as being indicative of a poor undergraduate institution. Such students have been admitted but most departments "knew that they were in trouble." It was estimated that such students take twice as long to complete a degree. There is more concern about applicants with low GPA or GRE scores who are applying directly from undergraduate work than there is for older applicants. The latter are viewed as having experience and maturity which may show up on the written record and compensates for formal academic credentials.

The Graduate School once required letters of recommendation but dropped them as being more informative about the writer than the applicant. Some departments, however, still request them or will consider them if sent. The History Department, for example, asks for the name and address of three persons to whom they may write. Letters are requested and/or used primarily for screening borderline cases. If any applicant in Chemistry was below standards on GPA and GRE but had a good letter from a known source, the tendency would be to admit. Some departments also use telephone calls to solicit recommendations on marginal applicants.

Although the Graduate School considers only the combined GRE Aptitude Test score and establishes a minimum of 1000, departments tend to look at the separate Verbal and Quantitative ability scores and to have varying standards for the combined total score, usually above the Graduate School minimums.

Chemistry, for example, uses a total combined score of 1100, but a high Quantitative score can offset a low Verbal score. A GPA of 3.2 is also required. They do not use the Advanced Test in Chemistry because their concern is mainly with ability, and a low achievement test score may indicate lack of ability or lack of appropriate educational experiences.

Disadvantaged students must meet the minimum GRE requirements, but Chemistry will overlook the Verbal score if there is a high Quantitative score. Most departments would not go lower on the GPA requirement, however, when grades are earned at all black schools which were viewed as having lower standards.

The History Department uses the minimum Graduate School requirement, and anyone who is clearly above those standards is admitted without further evaluation. It was noted, however, that many applicants fail to meet both minimum standards. An observation was made by the Chemistry Department that those who are routinely admitted because they are just above the minimum requirements do less well than those who are just below and are admitted. It was felt that this was due to their taking greater pains and time to screen those below the minimums. Time factors prohibit a thorough screening of all applicants, so departments will take the chance on those who do meet their minimum standards.

The English Department uses the minimum combined GRE score of 1000 but further requires that the applicant have a minimum Verbal score of 600. Previously 550 was required, but a Department study indicated that the increase would have excluded 40 additional enrolled students who were doing poorly and only 3 good students. Older women will be admitted if they have a recent Verbal score that is high (around 700) even though the Quantitative score may be as low as 200.

Some departments may admit students below the Graduate School minimums. Departments of Art and Music, for example, are allowed to admit students with less than the minimum Aptitude Test scores on the basis that the more academic requirements are not as appropriate for those areas. Departments may also go lower if the application is for the M.A., even though the Graduate School minimums are for M.A. and Ph.D. applicants. In English, the faculty applied the same admissions standards to applicants for both the M.A. and Ph.D. The same seemed to be the case in Chemistry. History sees itself as primarily training Ph.D.'s, and the number of elementary and secondary school teachers in the area interested in pursuing an advanced degree program in History did pose some problems for the staff.

Some departments require special courses and/or compute GPA's on courses related to the prospective major. Chemistry, for example, looks at grades in science and mathematics courses and requires courses in physical, organic, and analytical chemistry as well as mathematics through calculus. The English Department requires a 3.25 GPA in advanced English courses and looks at the GPA in parallel courses (e.g., Philosophy, Foreign Literature, etc.). They will, however, accept students without an undergraduate English major if they have 12 hours of advanced English courses. The History Department also looks at the nature of the undergraduate History courses. They prefer to admit on the basis of a specialization interest with relevant background preparation. The area of specialization becomes important if one specialty is oversubscribed with advising time at a premium, while advisors in another specialty have few or no students. This can create a problem, however, in that a student may be admitted on the basis of interest and preparation in one area, and he may then decide to change areas. Once a student is admitted, it is hard to drop him. If an applicant expresses a specific goal and has not had the courses deemed necessary as prerequisites, he will not be admitted. The department requires a written statement of goals and purposes including the area of specialization as precisely defined as possible and the anticipated career goal. An applicant who is above minimum requirements could be rejected in favor of one below on the basis of the career objectives or the undergraduate institutions attended. Students with lower career goals could also be accepted with less than the minimum requirements.

Two departments mentioned foreign language requirements. The Chemistry Department requires Russian or German, but a few are allowed to use French. If a student has two years of undergraduate work at an accredited institution with an A or B average, he is excused from the test given by the foreign language department. Lack of two years of a foreign language or acceptable scores on the Graduate School Foreign Language Tests (GSFLT) could be the basis for rejection by the English Department, but some will be admitted and allowed to satisfy it later.

Graduate students in English appear to be leaders in organizing for a voice in matters academic. They asked for representation in setting up the qualifying examination in English and also made suggestions relating to periods of coursework preceding seminar involvement before they are ready for it. Students, however, are not actively engaged in the handling of applications for admission.

A graduate student in Chemistry expressed concern over his assumption that a GRE score could exclude a student when the GPA was satisfactory or even high. He felt that the priority given to criteria was in the following order: GRE scores, grades, recommendations for financial aid, and kinds of courses. (As indicated earlier, both the Graduate Dean's staff and departmental representatives placed more stress on GPA in the usual case than on GRE.) The student thought that the GRE Advanced Test in Chemistry was unfair in that it covered material which was included in courses being taken in the Senior year, and that it was too long. He suggested that the

Graduate School requires test scores too early and believed that the institution was very strict on their minimum standards. Other opinions were that an interview should be added to the procedure, that the department chairman's recommendation should carry more weight than the Graduate School's, and that the most weight should be placed on grades and letters of recommendation. If students are rejected, he felt that they should be told the reasons. Variations in admissions procedures at different institutions were seen as being highly confusing, and he could not understand the reasons for differences in procedures, requirements, etc. He also noted the lack of information provided by graduate schools which would allow a student to match his interests and needs with what the institution had to offer. It was only after admission that he discovered that there was no faculty member teaching or working in his area of interest. Knowing who participated in admissions evaluations, what the criteria and weights were, and who made the final decision was seen as important information that is currently lacking. If students could be represented on departmental and institutional committees, he felt they would feel that it was "their school" rather than "a place they worked for." It was also felt that having another point of view represented would be useful.

VI. GRADUATE SCHOOL FELLOWSHIP SELECTION POLICIES AND PROCEDURES

Policy. The application for financial aid is separate from the admission application and is always filed with the chairman of the department to which the student is applying. Any financial aid applications received by the Admissions Office are sent to the Graduate School, as the Admissions Office has no concern with the financial aid process. In addition to the application form itself, the applicant must arrange for three references on forms provided with the financial aid application form (see Appendix F), as well as a picture.

In the selection for awards in which the competition is Graduate School wide, general guidelines of a 3.5 GPA and a combined GRE Aptitude Test score of 1250 were considered minimums from which to operate. Again, departments may set higher minimum standards. Financial aid tends to go to incoming students, in part because the federal agencies require that a major portion of the fellowships be so used. Awards are based on merit rather than financial need.

Procedures. The fellowship deadline is February 1 with final selections announced on April 1--well after the admissions selection. The system for processing financial aid is entirely different and separate from that of admissions: separate university and department committees review the applications; the departments handle the inquiries, receipt and review of applications before submitting recommendations to the Graduate School; and separate documents are required.

There was some concern expressed by departments that the two processes do not occur closer in time. Some would like to have the letters of recommendation required for financial aid (which is processed last) on hand in time for the admissions decision (which is usually processed first). One department noted that students tend to write about financial aid before they make admissions applications. By the time of the financial aid processing, the transcripts and GRE scores used in the admissions process have usually gone back to the Admissions Office. The Admissions Office noted that there was a great deal of communication required between the Admissions Office, Graduate School office, and departments to find missing documents since applicants must send different documents to different offices and often make errors. Having some necessary documents common to both systems also causes problems, but to request duplicate credentials from applicants could be an added cost and inconvenience to the student. Also, those departments that administer their own funds may be making their decisions at the same time that the university committees are making decisions on teaching assistantships. The credentials of students to receive one sort of aid may go to the wrong place.

For some types of financial aid, competition is Graduate School wide even though the application itself is filed with the department (e.g., NSF Traineeships, NASA Traineeships, NDEA Fellowships, University Fellowships). The Graduate School requests nominations for these appointments from the departments, and a committee rank orders them in three subject-matter categories (Humanities, Physical Sciences, Social Sciences). Enrolled students are not compared with incoming students. Once awarded, NDEA Title IV Fellows and, in practice, the NSF Trainees of fellowship support are guaranteed three years if they are "doing approved work," although some departments in the Arts and Sciences would like to be able to take the fellowships away from enrolled students to give to better incoming students. No student receives more than three years of fellowship or traineeship support, but most do have either teaching or research assistantships for the other years of their formal graduate study. University fellowships are awarded for one year only. Standard stipends are established, and no supplements are allowed except for allowing one-quarter teaching time. The Associate Dean checks to be certain that awardees meet the grant requirements and awards the fellowships to the strongest students across fields.

The procedures are currently being revised from those described above to a system of allocation to the undergraduate deans for assignment to students. Apparently the change is intended to use the awards (especially the teaching assistantships) for development of departments. A proposal to allot 80 percent of the appointments to the undergraduate deans for awarding and 20 percent to the Graduate School appears to be the solution. The Graduate School will use the appointments allotted to it to compensate for any inequities in the system of distribution through the undergraduate deans. Final authority on awards rests in the Office of the Graduate Dean, and minimum requirements for GPA and GRE must be met. Before the change, there was a plan to go to computer ranking of financial aid applicants since a high correlation was found between faculty ranking and computer ranking techniques.

On the department level, Chemistry acts quickly in the awarding of Departmental financial assistance and will make offers on the sole basis of GPA and a letter or telephone call, as waiting for GRE scores could create a costly delay. Some do, therefore, receive offers only to be later disappointed because of unsatisfactory GRE's. The Chairman makes the offers in consultation with members from the appropriate divisions within the Department. Quick notification was seen to be the secret of recruitment which is important in meeting national competition. It was pointed out that the admission procedure is slow and that, in general, their offer of financial assistance precedes formal approval of admission, contrary to normal procedures. Again, this may be a response to national competition in this field.

Although English had about 100 teaching assistants and 10 fellowships, the majority of their new students entered without financial assistance. It was estimated that perhaps 20 of the 60 new students had financial aid in the form of a teaching assistantship. Financial aid applications are submitted to one of two committees--a six-man committee which reviews the teaching assistants, or a four-man committee which reviews the fellowships. These committees are separate from the Admissions Committee. The minimum requirements for financial aid are a 1250 GRE combined total score with a 700 Verbal score. The History Department had about 25 to 30 students on aid, of whom 18 were teaching assistants. They also have 45 to 50 graders who receive compensation from the Department.

VII. CONCLUSION

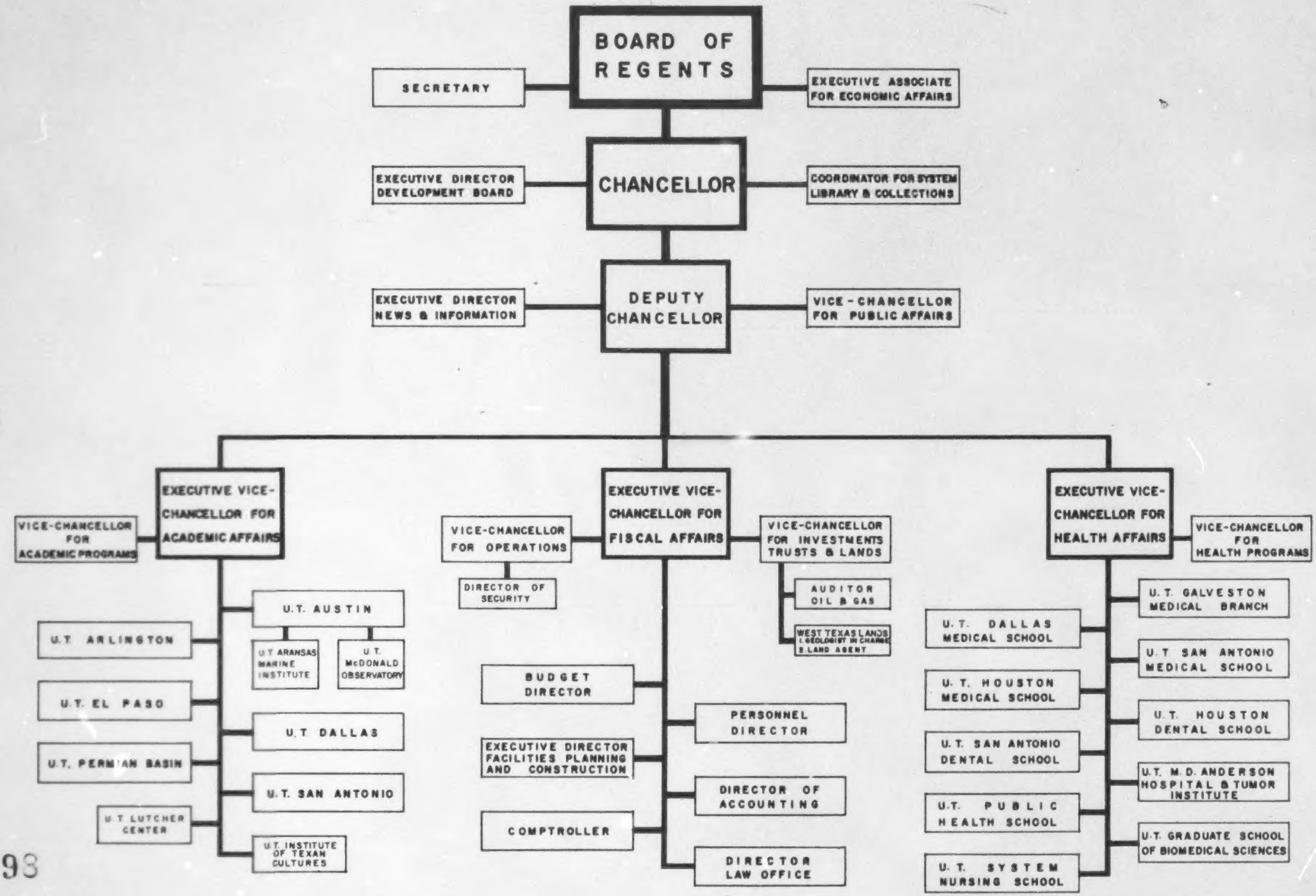
The Graduate School of The University of Texas at Austin combines an admission system with a minimum published requirement and with faculty review on an individual basis to introduce flexibility to the selection of the best qualified applicants for the programs offered. The Graduate School and the Office of the Registrar-Director of Admissions provide little assistance to the faculty in the decision making process. The one exception is in the area of foreign applications.

Growing numbers of applications make competition more intense and the selection of strong applicants is, in one sense, made easy; but, from another point of view, the job of selection grows more difficult because finer and finer lines are being drawn between the applicant who is selected and the applicant who is rejected. The decisions are made without benefit of strong evidence as to what goes into making a good advanced degree candidate.

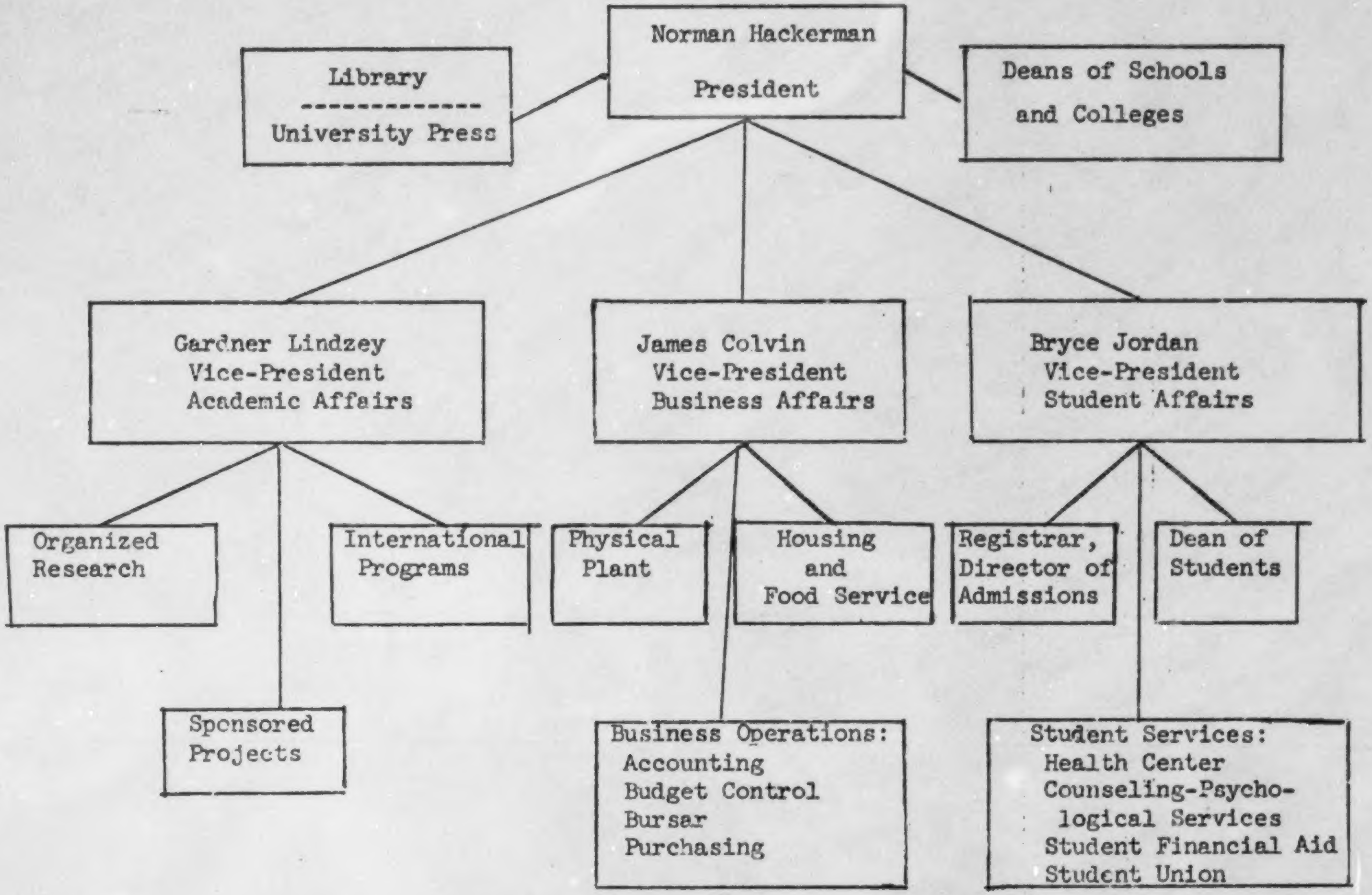
Andrew Hein
Robert G. Wiltsey

APPENDIX A

TABLE OF ORGANIZATION FOR THE UNIVERSITY OF TEXAS SYSTEM


BOARD OF REGENTS
SECRETARY
EXECUTIVE ASSOCIATE FOR ECONOMIC AFFAIRS
CHANCELLOR
EXECUTIVE DIRECTOR DEVELOPMENT BOARD
COORDINATOR FOR SYSTEM LIBRARY & COLLECTIONS
DEPUTY CHANCELLOR
EXECUTIVE DIRECTOR NEWS & INFORMATION
VICE-CHANCELLOR FOR PUBLIC AFFAIRS
EXECUTIVE VICE-CHANCELLOR FOR ACADEMIC AFFAIRS
VICE-CHANCELLOR FOR ACADEMIC PROGRAMS
U.T. AUSTIN
U.T. ARANSAS MARINE INSTITUTE
U.T. McDONALD OBSERVATORY
U.T. ARLINGTON
U.T. EL PASO
U.T. DALLAS
U.T. PERMIAN BASIN
U.T. SAN ANTONIO
U.T. LUTCHER CENTER
U.T. INSTITUTE OF TEXAN CULTURES
EXECUTIVE VICE-CHANCELLOR FOR FISCAL AFFAIRS
VICE-CHANCELLOR FOR OPERATIONS
DIRECTOR OF SECURITY
VICE-CHANCELLOR FOR INVESTMENTS TRUSTS & LANDS
AUDITOR OIL & GAS
WEST TEXAS LANDS 1. GEOLOGIST IN CHARGE 2. LAND AGENT
BUDGET DIRECTOR
PERSONNEL DIRECTOR
EXECUTIVE DIRECTOR FACILITIES PLANNING AND CONSTRUCTION
DIRECTOR OF ACCOUNTING
COMPTROLLER
DIRECTOR LAW OFFICE
EXECUTIVE VICE-CHANCELLOR FOR HEALTH AFFAIRS
VICE-CHANCELLOR FOR HEALTH PROGRAMS
U.T. GALVESTON MEDICAL BRANCH
U.T. DALLAS MEDICAL SCHOOL
U.T. SAN ANTONIO MEDICAL SCHOOL
U.T. HOUSTON MEDICAL SCHOOL
U.T. HOUSTON DENTAL SCHOOL
U.T. SAN ANTONIO DENTAL SCHOOL
U.T. M.D. ANDERSON HOSPITAL & TUMOR INSTITUTE
U.T. PUBLIC HEALTH SCHOOL
U.T. GRADUATE SCHOOL OF BIOMEDICAL SCIENCES
U.T. SYSTEM NURSING SCHOOL

ORGANIZATION CHART FOR THE UNIVERSITY OF TEXAS AT AUSTIN


Norman Hackerman
President
Library
University Press
Deans of Schools and Colleges
Gardner Lindzey
Vice-President
Academic Affairs
James Colvin
Vice-President
Business Affairs
Bryce Jordan
Vice-President
Student Affairs
Organized Research
International Programs
Sponsored Projects
Physical Plant
Housing and Food Service
Business Operations:
Accounting
Budget Control
Bursar
Purchasing
Registrar, Director of Admissions
Dean of Students
Student Services:
Health Center
Counseling-Psychological Services
Student Financial Aid
Student Union

August 1968

APPENDIX C

Office of the Registrar and Director of Admissions

THE UNIVERSITY OF TEXAS AT AUSTIN
Austin, Texas 78712

Former Student Application for Admission to Graduate School

(If you have never enrolled in UT at Austin as a resident student, request new student *Application for Admission* form)

Current date ....

Return this application, *with the $1.00 fee required for two copies of your complete college record*, to the Office of the Registrar, Main Building 1. Your application should be submitted no earlier than one semester and no later than thirty days prior to enrollment date.

Check: ☐ Mr. ☐ Miss ☐ Mrs. (Please note below any name changes since your last enrollment here)

....
PRINT Last Name First Name Middle or Maiden Name

....
ADDRESS (Complete address to which notice of action taken on application should be mailed, including zip code.)

.... ☐☐☐–☐☐–☐☐☐☐
Date of Birth: Month Day Year Date of First Enrollment in UT Social Security Number

List in chronological order all colleges and universities attended, degrees earned and dates of award. (If more space is needed attach an additional sheet). Transcripts of each college attended must be on file in the Registrar's Office before this application is submitted.

Name of college or university	Dates of attendance		Degree awarded and date of award
....	FROM	TO	....
....	FROM	TO	....
....	FROM	TO	....

Are you in school now? .... If so, where? ....

List courses now in progress: ....

....

When did (or will) you receive your Bachelor's degree? .... Master's degree? ....

Specific Degree designation(s) .... Undergraduate Major .... Graduate Major ....

When do you wish to enter Graduate School? ....
Semester or Term Year

To which UT Department do you wish to have your file referred? ....

What degree will you seek? .... Proposed major ....

.... (Be as specific as possible, e.g. Clinical Psychology rather than just Psychology)

When did you (or will you) take the Aptitude Test of the Graduate Record Examinations? ....

When did you (or will you) request that your scores be sent to the Registrar and Director of Admissions? ....
Month Day Year

If you know your scores on G.R.E. (or A.T.G.S.B.) please list: V .... Q .... Total ....

Admissions Office Work Sheet **Please Do Not Write Below This Line**

Referred to Department of .... Date ....

Test scores on file in Admissions Office:

A.T.G.S.B. V .... Q .... Total ....

G.R.E. V .... Q .... Total ....

Grade point average (upper division courses and above) ....

Advisers: Please see reverse side

S-43,44 8-69

Last name

First name

Middle name

..............Referred to Graduate Dean's Office for consideration for ADMISSION

Department Recommendation	**Graduate Dean's Recommendation**
..............Admission	..............Admission
..............Denial of Admission	..............Denial of Admission

....

Date Dept. Representative

....

Date Graduate Dean

..............Referred to Graduate Dean's Office for assessment of SUBJECT CONDITIONS

Conditions assessed by Graduate Adviser..

....

....

Date Dept. Representative

....

Date Graduate Dean

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APPENDIX D

Application for Admission (Including Law and Graduate Schools) The University of Texas at Austin

(Applicants for admission to Law School and Graduate School who have previously registered at The University of Texas at Austin must request a different application form.)

Check ☐ Mr. ☐ Miss ☐ Mrs.

Social Security Number

☐☐☐–☐☐–☐☐☐☐

(If you do not have this number, you must get one before filing this form; applications for Social Security numbers are available at any post office. This will be your identification number as a University of Texas at Austin student).

____

Last Name First Name Middle or Maiden Name

IMPORTANT: Give full legal name, without abbreviations, as it will later have to appear on such documents as license applications, Selective Service papers, job applications, etc.

Present mailing address..

Street City State Zip Code

Home address..

Street City State Zip Code

Date of opening of semester or term for which admission is sought ....

Month Year

Unless you register at the time indicated your application is voided and you must fill out a new application blank for later admission.

Your objective at The University of Texas at Austin..

Degree you will seek Major subject

....

or if you will not work toward a degree, specify the professional training you wish to obtain.

BIOGRAPHICAL DATA

1. Birthdate .... 2. Name of father, or legal guardian if other than father,

Month Day Year

or husband of a married woman..

His (or her) address..

Street City State Zip Code

If your legal guardian is not your father, or your husband if you are or have been married, explain. If parents are divorced, which parent is your legal guardian? Explain fully. Use additional sheet if necessary. **Failure to give complete information will delay your application.** ....

3. Is legal guardian in military service?................ If so, give duty station. ....

4. Where has legal guardian voted in the past four years?..

State County

5. **If you are over 21,** answer (A) Where have you voted in each of the past four years?..........................

State

.................................; and (B) If you were in the military, what was your home of record on entry into the

County

service?..

State

6. What high school did you last attend?..

Name of School Address City State

Were you (or will you be) graduated?.......................... If you answered "yes," when?..........................

Write "Yes" or "No" Month Year

7. Have you attended college since leaving high school?..

Write "Yes" or "No"

8. Give below, in chronological order, an account of your time and whereabouts since leaving high school. List the *names and addresses* of all schools attended, of all employers, and show *your addresses* during all periods of unemployment, service in the armed forces, etc. **You must list all colleges attended, even for short periods.**

Name of school and/or employer (or occupation)	Address	Dates
....	.... City State	From.................to................. Month Year Month Year
....	.... City State	From.................to................. Month Year Month Year
....	.... City State	From.................to................. Month Year Month Year

(If additional space is needed, attach an additional sheet)

9. Have you requested **each separate college** you have attended prior to this term to send an official transcript of work done in that college directly to the Director of Admissions of The University of Texas at Austin?..........................

"Write "Yes" or "No"

When?.......................... 10. Are you in school now?.......................... If so, where?..........................

"Write "Yes" or "No" Name of College

11. Do you have a degree?.......................... If not, do you expect to receive a degree before enrolling here?..........................

Write "Yes" or "No" "Write "Yes" or "No"

If you answered either question "Yes" please give.......................... with major study in ....

degree (to be) received

(to be) conferred in .... by ....

Month Year Name of College

12. Have you ever attended The University of Texas at Austin?.......................... If so, when? ....

Write "Yes" or "No" Date of session or term

13. Have you read the information and answered all of the questions asked on the reverse side of this page?..............

I certify that all information given on this application is complete and correct.

.... Date..

Signature of applicant

DD-13 8-69

IMPORTANT INFORMATION: READ CAREFULLY

1. **If you wish to attend any division of The University of Texas at Austin, you must first fill out this application blank and return it to the Director of Admissions. It should arrive at the Office of Admissions BEFORE your transcripts and test scores are sent. THE APPLICATION IS NOT USED, IS NOT ACKNOWLEDGED IN ANY WAY, UNTIL TRANSCRIPTS ON WHICH ELIGIBILITY FOR ADMISSION IS BASED ARE ALSO RECEIVED. See 4 below.**
2. **It is your responsibility** to request your high school or your previous college or colleges to send your transcripts to the Director of Admissions. The University of Texas at Austin **does not request the transcripts.**
3. **It is your responsibility** to request that your scores on the required admission test (see "Required Test" below) be sent to the Director of Admissions.
4. **Eligibility for admission is determined (1) by previous school record; and (2) by a satisfactory score on an admission test (see below). The School of Architecture admits a limited number. Application to the June class should be completed before April 1; for the September class by May 1. For Graduate School applicants corresponding deadlines are May 1 and August 1. For Law School applicants corresponding deadlines** are April 1 for the June class and May 1 for the September class. In other **undergraduate divisions, every applicant who meets admission requirements is admitted. All transcripts of high school or college** credit should be sent at least three months prior to the date admission is sought. For example, if you are interested in fall admission, you may apply as early as February and mail transcripts showing all prior work at the same time. In all cases you should submit your application, test score, and transcripts no later than July 15.

   If you are in another school in the fall and wish to attend the University in the spring semester, or in another school in the spring and wish to attend the summer session, you should send this application blank about three months in advance and ask your registrar to send a transcript showing earlier grades, if any, and current courses being taken. If the time interval between the end of a semester elsewhere and the beginning of a subsequent term or semester at The University of Texas at Austin is too short for a supplementary transcript to reach the University, you may be admitted on a tentative basis if your record indicates that you will meet admission requirements. It will then be your responsibility to see that your registrar sends the official supplementary transcript within three weeks after your registration.
5. You must make your own housing arrangements; the Admissions Office cannot do it for you. Make your arrangements as early as you wish or as late as you can. Confer if necessary with the Dean of Men (single men and married students) or the Dean of Women (single women) or Housing and Food Service Division for information on University-owned dormitories.

REQUIRED TEST

A satisfactory score on an appropriate admission test is required of all applicants for admission, as follows:

For admission to an undergraduate division:

1. **For applicants *who have never previously attended any college* and who were graduated from high school in 1956 or** later, the Scholastic Aptitude Test of the College Entrance Examination Board* is required. For those with less than a full semester of college work, the Scholastic Aptitude Test is required.
2. For applicants (except for Law and the graduate schools) who have attended other colleges *but have between 15 and 30 semester hours of transferable credit*, a score on one of the following tests is required: the Scholastic Aptitude Test of the College Entrance Examination Board; the American College Testing Program (ACT); or a standard aptitude or psychological test given in the freshman testing program of an approved college. For applicants (except for Law and graduate schools) *who have more than thirty semester hours of transferable credit* or who first entered college before September, 1955, no test score is required.

For admission to the graduate schools:

The Graduate Record Examinations Aptitude Test is required. For admission to the master's programs in the Graduate School of Business, the Admission Test for Graduate Study in Business may be substituted for the Graduate Record Examinations Aptitude Test. Results must be reported directly to The University of Texas at Austin by the Educational Testing Service.

For admission to the School of Law:

The Law School Admission Test is required.

---

* Prior to 1962 The University of Texas gave The University of Texas Admission Test. A satisfactory score on that will meet the test requirement for admission to divisions other than the graduate schools or the School of Law.

TEST DATA

Answer *all questions* below:

1. Did (or will) you take the test appropriate to your application? ....
   Write "Yes" or "No"

   Check below to show which test you took (or will take).

   ☐ The Scholastic Aptitude Test of the College Entrance Examination Board.
   ☐ The ACT or the aptitude or psychological tests given in the freshman program at a previous college.
   ☐ The Graduate Record Examinations Aptitude Test.
   ☐ The Law School Admission Test.
   ☐ The Admission Test for Graduate Study in Business (for master's program).
2. When did (or will) you take the test you have checked? ....
   Month Year

   When did (or will) you request that your scores be sent to the Director of Admissions of The University of Texas at Austin? ....
   Month Day Year

Return completed blank to: Director of Admissions, The University of Texas at Austin, Texas 78712 (No application fee is required.)

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APPENDIX E

School	Mode	Sex	Res

Last name of applicant .... | Other names .... | Date ....

College or school applicant is approved to enter ....

High school attended .... | City (Texas) or state .... | Graduated: Month Year ....

OR

College(s) attended: Dates: Degree obtained: Year degree taken:

....

....

....

....

....

....

Sex of applicant: Male ☐ Female ☐

Residence: ....

FOLDER FOR ADMISSION CREDENTIALS

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Degree..

Admission Units		Specific Courses and Credit Expressed in Semester Hours	
		Arts and Sciences:	O. A.
Eng.	His:	Anth.	Sta.
Jour.	Am.	Bio.	
Speech	Eng.	Ch.	**Communication:**
Art	L. A.	Comp. Sci.	Jour.
Music	Tex.	Eco.	Spe.
Drama	Wld.	E.	Radio-TV-Film
French	Gov.		**Education:**
Ger.	Eco.	Fr.	Ed. C.
Lat.	Grg.	Grg.	Ed. A.
Span.	Soc.	Geo.	Ed. P.
		Ger.	Ed. H.
Bio.		Gov.	P. Ed.
Chem.	Ag.	His.	Special Ed.
G. S.	Bkk.		**Engineering:**
Phys.	Draw.	H. E.	Drw.
Physiol.	Gen. M.	M.	C. E.
	H. E.		E. E.
	J. B. T.	Mic.	E. M.
Alg.	Shop	Phl.	M. E.
Pl. G.	Sten.	Phy.	
Sol. G.	Typ.	Psy.	**Fine Arts:**
Trig.		Soc.	Art
El. Anal.		Spn.	Drm.
		Zoo.	Mus. (th.)
	Total	**Business Administration:**	Mus. (ap.)
		Acc.	Arc.
Deficiencies:		B. C.	
		B. L.	Bib.
		Fin.	Elective
		Man.	R. P. E.
		Mkt.	Total

GPA (adv):

GRE: V. Q. T.

ATGSB: V. Q. T.

TOEFL:

Ap.Bl.

A.N.

RANK: TEST:

Remarks:

Additional Credits:

A-88.89 3-69

APPENDIX F

THE GRADUATE SCHOOL
THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS 78712

Application for Financial Aid

PLEASE NOTE:
1. Do not submit this form unless you wish to be considered for financial assistance.
2. This application and all supporting materials (i.e., 3 references and transcripts from *each* college or university attended) should be addressed to the *Chairman of the Department* to which you are applying and they should be received by February 1.

Check: ☐ Mr. ☐ Miss ☐ Mrs.

Social Security Number (Required)

			—			—			

Last Name First Name Middle or Maiden Name

Mailing address .... Street City State Zip Code Present Phone: .... (Incl. Area Code)

Home address .... Street City State Zip Code Home Phone: .... (Incl. Area Code)

Birthdate .... Month Day Year Birthplace .... City State Country

Major area of study .... e.g. Psychology Area of specialization if known .... e.g. Clinical

Residence and Citizenship Information: ☐ Resident of Texas ☐ Resident of .... State or Country

☐ U.S. Citizen ☐ Citizen of .... Foreign Country ☐ Nonresident Alien in U.S. .... Type of Visa

Marital status .... Draft status ....

Number and Age of Children .... Number of legal dependents other than self ....

Please indicate any physical handicap or health or emotional problems you may have:

Have you ever attended UT at Austin as a resident student? .... Write "Yes" or "No" If "Yes" give date last enrolled ....

Are you enrolled in a college or university now? .... If yes, give name of school ....

Date of opening of Semester or Term for which aid is sought .... Specify Fall, Spring, or Summer and give Year

TRANSCRIPT INFORMATION: (A transcript from *each* senior college or university you have attended or are attending is required).

Please Check: All transcripts are attached. ☐ Transcripts are requested, but institutional policy prevents their release to students or former students. Department will receive them direct. ☐

If all transcripts required do not accompany this application, when can they be expected? .... Month Day Year

List below the institutions requested to send transcripts that are not attached to this application:

Languages (Except English) you know and indicate for each your degree of proficiency:

language	years studied college level	length and type of study other than college level	Reading			Writing			Speaking		
			good	fair	poor	good	fair	poor	good	fair	poor

Are you interested in teaching as a career? .... If so, on what level? .... (e.g., University, Community College, High School, Elementary)

Please summarize your academic interests and goals (Include mention of any current research, scholarly or artistic interests and list and describe any published articles, research or other creative work accomplished to date.)

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(Application continued on reverse side)

TYPE(S) OF AID PREFERRED: ☐ Fellowship ☐ Teaching Assistantship ☐ Research Assistantship ☐ Other (specify below)

DEGREE(S) SOUGHT: ☐ Master's ☐ Ph.D. ☐ Ed.D.

COLLEGES AND UNIVERSITIES AND GRADE POINT AVERAGES

				Give number (not hours) of A's, B's, C's etc. in all Junior & Senior Level Work			
Undergraduate Institution(s)	*Major*	*Dates*	*Degree(s) Received*	No. of A's	No. of B's	No. of C's	No. of D's & F's

Please compute* Grade Point Average of Junior-Senior Level Courses: ☐

Graduate Institution(s)	*Major*	*Dates*	*Degree(s) Received*	A's	B's	C's	D's & F's

Please compute* Grade Point Average of Graduate Work: ☐

* Compute Grade Point Average as follows: Take the total number of A's and multiply by 3; the number of B's by 2; C's by 1; D's & F's by 0. Add these sums and divide by the number of A's, B's, C's, etc. Example 9 A's × 3 = 27; 2 B's × 2 = 4; 1 C × 1 = 1: 32 divided by 12 = 2.67 GPA

TEST INFORMATION:

When did (or when will) you take the Aptitude Test of the Graduate Record Examinations (GRE)? .... Month Day Year

GRE Aptitude Test Scores (if known): Verbal .... Quantitative .... Total ....

Note: Master's degree applicants for the Graduate School of Business may substitute the Admissions Test for Graduate Study in Business.

Did you take (or plan to take) the Admissions Test for Graduate Study in Business (A.T.G.S.B.) in lieu of the G.R.E.? .... "Yes" or "No"

If yes, when did (or will) you take the A.T.G.S.B.? .... Month Day Year

A.T.G.S.B. Scores (if known): Verbal .... Quantitative .... Total ....

When did (or will) you request that the appropriate test scores (G.R.E. or A.T.G.S.B.) be mailed to The University of Texas at Austin?

.... Month Day Year

List other examinations taken which may be pertinent (e.g. Miller Analogies, GRE Advanced test, etc.) and scores:

....

REFERENCES: (List the 3 individuals you have asked to recommend you)

Name and Position	Address

POST-HIGH SCHOOL EMPLOYMENT AND PROFESSIONAL EXPERIENCES: (include military service; exclude part-time and summer work)

Employer	Occupation	Address City	Address State	Dates (Month and Year) From	Dates (Month and Year) To

LIST ALL HONORS, FINANCIAL ASSISTANCE, AWARDS, FELLOWSHIPS, SCHOLARSHIPS AND ASSISTANTSHIPS RECEIVED.

(If aid received while a Univ. of Texas graduate student, please place an "X" preceding designation of type aid received)

Designation	Grantor	Date	In Recognition of

How many hours of graduate work will you have completed at the time the financial award for which you are applying would become effective? ....

I certify that all information given on this application is complete and correct.

.... Date ....
Signature of Applicant

> Please send this application, with transcript(s) required to:
> The Chairman of the Department concerned
> by February 1.

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THE GRADUATE SCHOOL
THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS 78712

Request for Reference

Confidential

To be filled in by applicant

Name of Applicant for Fellowship, Assistantship or other Financial Assistance ....
(Please Print) Last Name First Name (Full) Middle or Maiden Name (Full)

Department in which student may do graduate work ....

I have known the applicant for approximately .... Years.

During this time he was an: Undergraduate student ☐ Graduate student ☐ Assistant of mine ☐ Advisee of mine ☐
Departmental assistant ☐ Other (please specify) ....

I know him: quite well ☐ fairly well ☐ not very well ☐ I do not know him ☐

I would compare the applicant with other students of his level as follows:

	EXCEPTIONAL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NO INFORMATION
Knowledge of Field					
Native Intellectual Ability					
Motivation to Work					
Writing Ability					
Ability to Express Himself Orally					
Emotional Maturity					
Teaching Ability					
Foreign Language Ability					
Ability to Work with Others					
Originality					
M.A. Potential					
Ph.D. Potential					

I feel that his grades do ☐ do not ☐ represent his level of ability.

To your knowledge has this person been in any mental, physical, or major legal difficulties? If so, please describe briefly:

Additional comments:

In summary, I would give a: Very strong ☐ Strong ☐ Average ☐ No ☐ recommendation.
Recommendation with reservation (Please specify) ☐ ....

Recommender's signature: .... Title .... Date ....

Name Printed or Typed .... Address ....

Please mail directly to Chairman of the department (given above) in which the applicant may do graduate work. To receive consideration, all of the applicant's references should be received by February 1.

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YALE UNIVERSITY

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YALE UNIVERSITY

Graduate Admissions and Fellowship Selection
Policies and Procedures

I. INTRODUCTORY STATISTICS

Statistics. In 1969 Yale University Graduate School received approximately 5,000 applications for admission and hoped to register an entering class of between 700 and 750 students. In order to register this number, 1,400 students were offered admission. Because of a drastic reduction in financial aid, Yale has lowered its projections for 1970. Comparable figures for this year are less than 1,000 offers to 5,050 applicants with an entering class of just over 500, or a 29% reduction.

With few exceptions, all students are full-time, and approximately 2,500 are currently registered. Ideally, every doctoral program should last no longer than four years, and in many cases programs match this ideal. Faculty/student ratio is estimated at 4 to 1.

II. GRADUATE SCHOOL STRUCTURE AND PROCEDURES

Place of the Graduate Dean. The central administrative figure of the Yale Graduate School is the Graduate Dean. He meets weekly with the Executive Committee of the Faculty of Arts and Sciences which also includes the Dean of Yale College, the Provost and Deputy Provost, and the President of the University. He also meets regularly with the Executive Committee of the Graduate School consisting of ten senior faculty members. Another important committee membership is on the Advisory Committee of the Graduate School which meets bimonthly. In addition to the Dean, are four members from the Executive Committee, three nontenure faculty and five graduate students. The Dean is also a member of the Committee on Degrees and the Disciplinary Committee. He also calls regular staff meetings with his Associate Dean and Assistant Deans.

One source of the Graduate Dean's leverage is his attendance at meetings of influential members of the Yale internal structure. He also sits on the committee which reviews all budgets in Arts and Sciences. This committee includes the Provost, his Deputy, and Deans of both the College and Graduate divisions, with the Provost retaining final authority. The Graduate Dean is a member of, and alternates with the Dean of the College on the Committee on Senior Appointments in the Humanities, Social Sciences, Biological Sciences and Physical Sciences. It is clear that the Graduate Dean at Yale has influence over several vectors that guide the operation of the Graduate School itself.

Structure Related to Admissions. The Dean has two assistants reporting to him: one executive assistant who handles personnel and appointments in his administration; and another who prepares his material for reports and works on Graduate School publications--the bulletin, guide books, and Ventures, a magazine of the Graduate School. He meets his responsibilities as Chief Budgeting Officer for financial aid in graduate Arts and Sciences with one more assistant, a Financial Aid Officer. His office structure for directing the administration of the Graduate School consists centrally of one Associate Dean and three Assistant Deans. The Associate Dean is responsible for office personnel and administration, as well as being directly responsible for the administration of the NDEA Title IV Program. The Associate and three Assistant Deans are each responsible for admissions and financial aid paper work in a group of departments; they each also guide the students in those departments through administrative problems during their tenure in the Graduate School. (See Appendix A.) In addition, each of the Assistant Deans is responsible for the administration of some major financial aid programs. The distribution of these responsibilities is as follows: one Dean handles NSF, NASA, GRE, and Work Study; a second, Postdoctorals and NDFL; and the third is in charge of student affairs, special minority group programs, etc.

In their work with the various departments, all of the Deans are aided by the Director of Graduate Studies (or DGS) in each department. The DGS is a member of the senior faculty, appointed by the Dean in conjunction with the department chairman, and is responsible for the handling of all graduate student matters inside the department. He prepares, for the Dean's Office, an annual report on each student in his department which includes information on the student's source of funding and academic progress. (See Appendix B.) In fact the quality of the DGS varies; but in principle, and in most instances, the position serves effectively to direct student matters toward the faculty in the department, not toward the Dean's Office. The relationship between an Assistant Dean and the DGS is central notably to admissions and all other matters involving a graduate student in the department.

Admissions Office. The Admissions Office is managed by a combination of resources. Most important in the operation of admissions are a Secretary for Admissions and a series of manuals--an administrative manual, an internal administrative manual, and admissions officers' manual. These manuals are used to break in new employees and to counteract the loss of continuity due to the high rate of turnover among administrative employees at low levels. There are four to five desk girls in the Admissions Office,* at a low salary level, to sort and prepare dossiers on admission. They also operate the two automatic typewriters (three in peak season) needed to prepare the letters of admission. Rejection letters are preprinted with signatures.

Admissions Forms and Procedures. The minimum dossier needed for the departments to act on admission consists of the undergraduate transcript, the application (Appendix C), and two letters of recommendation (Appendix D). A dossier reaching this state of completion is ready for review by the department. On a date scheduled well in advance, each department is informed of the time at which it may pick up all of its completed folders and the date on which it must be returned to the Admissions Office for preparation of letters for admission and financial aid (see Appendix E). Additional documents received during this time are forwarded to the department.

The desk girl* in the Admissions Office checks in and records folders as they are returned from the departments and then transfers them to the appropriate Dean, who must approve a recommendation to admit the student.

---

*The desk girls do not necessarily have a baccalaureate degree.

During this process, the Associate or Assistant Dean also indicates which admission and financial aid letter must be sent to the student. The dossier is returned to the desk girl, who forwards the card indicating the letter appropriate to the Dean's decision to the automatic typewriter station for typing of the letter. Upon return from the machine, the letters are checked against the coded letter assigned by the Associate or Assistant Dean, who then signs the letter. Letters are stored in the dossier until the end of March for general mailing of all admissions decisions. Letters of rejection are addressed in advance and stockpiled.

Although the University does require an application fee, dossiers without the fee are forwarded to the department and processed, but except in extraordinary cases no letter is sent until the fee is received. The regular admissions procedure includes preparing and sending cards to applicants noting that documents are missing or that the dossier is complete (Appendix F). Theoretically, departments will not act upon incomplete dossiers; in practice, some departments do not follow this policy. When the application is received, it and all documents received prior to it are placed in a special dossier, and an admissions folder is established for the student (Appendix G). The outside of the dossier is designed to control the movements of its contents to the department for ranking. When the dossiers return from the department, the desk girl uses the check list (Appendix H) to once again check in the folders. The "Admit Fellowship" card goes directly from the Dean to the typist to have the appropriate letter typed; the dossier is returned to the desk girl. After the letter is typed, the letter also goes back to the Secretary of Admissions for filing against future mailing.

Data Processing. No use is made of data processing facilities in the Graduate Admissions and Financial Aid operations of Yale University until after students have registered. At registration each student completes a statistical information sheet (Appendix I). The particular fellowship he is awarded is coded onto a sheet by the Financial Aid Office. The material returned from the Data Processing Office supplies the basis for the Dean's annual statistical report and general report, and also provides each DGS with summary information for every student in his department, including the year of each student's studies and the source of each student's support.

Registrar's Office. The Registrar's Office is not centralized at Yale, and the Graduate School's registrar operation is an integral part of the Dean's Office. When a student accepts the offer of admission, a preliminary file is begun by the Registrar's Office; when he registers, an official academic record is prepared. The Registrar's Office also stores the dossiers on the students after they are admitted and accumulates documents from interviews with Deans, academic record, and financial affairs.

III. DEPARTMENTAL POLICIES AND PROCEDURES

Setting of Departmental Quotas. Each department is assigned a quota on the number of admissions offers it may make. The Dean, the appropriate Assistant Dean, the DGS and, often, the department chairman arrive at the quota through discussion. The quota consists of an estimate of the percent of applicants who will accept, and hence the number who will enroll, and the number of these which must be supported by University funds.

Quotas depend on the availability of financial resources within a department and national fellowships, number of faculty, and facilities available. Also considered are the previous year's admissions and the quality of the current applicant.

The Director of Graduate Studies (DGS). The DGS is appointed for a three-year term with responsibilities in three specific areas: 1) in admissions; 2) as the repository of the academic ground rules in the department, with the right, with the Dean's permission, to grant certain exceptions; and 3) as the link between students' financial aid programs and the Dean's Office. In these capacities, the DGS is responsible for signing the course schedule of each individual student in the department, conducting the faculty review of all of the department's students, maintaining departmental student records, and obtaining descriptive paragraphs from the faculty for his file on each student. At its best, the position of DGS functions as a kind of surrogate Dean; almost all student requests go to the DGS before they go to the Assistant Dean. The DGS is also responsible for coordinating the departmental course offerings and curriculum. There is no central approval necessary in the development of curricula; however, a review committee maintains a constant surveillance of the quality of dissertations completed within the department.

The DGS participates in the annual negotiating meeting with the Dean. He is, therefore, able to estimate sources of funds for the various students in his department, and understands the mechanism whereby available funds are divided between continuing students and entering students. He is also responsible for the preparation of a rank list of desirable admittees; this is accomplished, usually with the aid of a committee, by merging the various rank lists from the subsections within his department.

The DGS also has the right to allow any student, regardless of his source of funds, to earn up to $600.00 and work up to ten hours a week. He does, however, record this information with the appropriate Assistant Dean.

History Department. Early in February, the DGS reviews all the folders for his department, divides them by subareas, and distributes them among subcommittees, asking the subcommittees to rank the applicants (Appendix J). In the History Department, the admit group is divided into three categories: 1) Admit obvious--the upper 10 to 20 percent in quality; 2) As good as we can get; 3) Those whom we would like, but we would not fight for.

The Central Admissions Committee of this Department consists of six members representing subareas of the discipline and the DGS. This Committee resolves the ranking difficulties remaining from the efforts of the subcommittees. Criteria include rejection for lack of any foreign language and acceptances based on the Committee's estimation of the transcript, a sample of the student's special writing, and letters of recommendation. (See Appendices K and L.) In 1969 the Department made approximately 70 offers for 50 acceptances; the result of this collective effort was 48 registered students.

In comparison, only 42 offers were made in 1970 of which 28 were accepted.

In specialized areas, such as Latin American and Asian History where the Department feels it has particular connections, some work is done with regard to recruiting foreign students for study at Yale. (See Appendix M.) All of the various regional institutes meet periodically, and grant money is available for any good foreign graduate student.

The History Department understands that the final word in all admissions decisions rests with the Dean but feels it has no difficulty in negotiating for those students whom it would especially want, even when denial of admission is recommended by the Assistant Dean. The ability of the University to provide funds for every student to whom it has wished to make an offer has been a significant factor in these negotiations.

The Department of History finds that most of those offered admission have obtained a GRE Verbal score of 700 or higher, but some students are also accepted with a lower score. The Department nearly always attracts and admits students from schools with which they have had previous contact.

Economics Department. In Economics a GRE Quantitative score of at least 700 is a major factor in selection; but recommendations, grades, and statement of purpose are also weighed. (As a comparison, the Department of Psychology also expects a GRE Quantitative score near 700 and an A-minus record for admission to its graduate program.) For admission to Economics, GRE Verbal scores below 600 must be outweighed by other evidence. The Economics Department usually receives approximately 400 applications, the bottom 20 to 25 percent of which they expect the Assistant Dean to eliminate through prescreening. Dossiers are not forwarded to the Department for the lower percentage of applicants, and a rejection letter is sent by the Associate Dean (Appendix N). If a prospective student looks interesting but his school is unknown, the Department makes an effort to obtain more information. Sixty to 65 percent of the students who are admitted and enroll in this Department earn the Ph.D.

In the past the Economics Department has had small amounts of money, from cost of education allowances and a Ford grant, for unrestricted use as support for dissertation expenses, etc. This money is now nearly exhausted, and more funds of this sort, though very desirable, are probably not available. In their third or fourth year nearly all graduate students in Economics assist in a teaching capacity and earn supplementary income for doing so.

IV. ROLE OF THE DEAN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES

The essential fact in the authority of the Dean of the Graduate School is that he participates in the determination of departmental and staff budgets and has final authority in admissions and financial aid decisions. Neither the current Dean nor his predecessor has ever felt any demands from the Central Administration for growth in the size of the Graduate School. Their policy has been to do what they do well and that is all. Although over the last few years the size of the Graduate School has grown approximately 5 percent a year, 1970 will see a 30 percent cutback from the previous year.

The Dean sees his role in the admissions and financial aid procedure as a central operative in a large over-all University strategy which recommends for a variety of reasons, to emphasize or de-emphasize certain studies. Appropriate information concerning decisions of policy-making committees is communicated in discussion, memoranda, or open meetings. Through his committee memberships the Dean has impact on admissions and financial aid policy decisions, and through discussion he is able to coordinate policies affecting individual departments with the larger policies of Arts and Sciences at the University. The Associate and Assistant Deans play a central role in the administration of policy through their negotiations on admissions and financial aid with individual departments. These men are uniformly recruited from the ranks of younger faculty; all have the Ph.D. and will most likely continue in administration rather than in their academic pursuits. The Operating Manual, written and kept up to date by the Dean, provides for continuity among positions.

With regard to the establishment of a language requirement, the Faculty of the Graduate School voted to delegate this responsibility to the individual departments or programs. Many of the departments either require or accept a score on one of the Graduate School Foreign Language Tests. Applicants are strongly urged to take such a test during the spring preceding the term in which they expect to begin graduate study.

V. MINORITY STUDENTS

One Dean with a special background and concern for minority applicants has the unofficial, functioning role of Dean of Students. He watches over all minority student applicants and assures that the departments to which they apply are aware of any special information about them. Whenever the application of someone identified as a minority group applicant is rejected by a department, this special Dean meets with the appropriate departmental DGS to decide whether he should or should not recommend an individual applicant or perhaps whether the student should be asked to provide more information. The application may be sent back for a further review by the department, in which case a special effort is made to find grounds for favorable decision. The Dean's Office, in effect, assumes the task of trying to increase the minority enrollment at Yale, but with due regard to the usual admissions standards.

Early in the fall the Dean of the Graduate School writes to every admitted student identified as being from a minority group. These students are advised that one of the Deans has a special responsibility for assisting them with any problems they may encounter either in the community or at Yale, and the letter encourages the individual to visit with the special Dean. This Dean generally takes care of these students' problems during their student careers at Yale.

In 1969 Yale admitted 23 black students, or 3 percent of an entering class of 750. For 1970 approximately 20 will be admitted, 4 percent of an entering class of 500.

VI. FINANCIAL AID

Financial Aid disbursements are coordinated by one man who, with a staff of two secretaries, keeps all records of payments of funds to students in the Graduate School and who is, in fact, the essential component of the entire financial aid procedure. This individual provides running reports to the Deans on the state of finances in each department for negotiation purposes, provides statistical reports, checks the controller's monthly statements and records corrections, prepares all information on financial aid, interviews and decides on short-term emergency loans, and provides data to individual financial aid program coordinators for their annual reports and fund requests. Further, he sees students who are having financial difficulties with the Bursar, authorizes emergency loans, and handles special technical problems regarding payment of fellowships that the Assistant Deans feel unable to handle vis-a-vis the students.

Yale's attitude toward financial aid is summarized by the following quote. "In awarding financial aid, the Graduate School tries to contribute substantially toward meeting students' basic expenses and thus to enable them to proceed without interruption to the degree." Once admitted with support from the University, the condition for renewal is satisfactory progress toward the degree. Because of the cutback in federal funding of graduate education and rising costs, Yale has sharply reduced the number admitted for 1970-71. Yale admits only when it has clear proof either that a student will be self-supporting or that there are University funds available for him. Although in the past Yale has been reasonably confident that a student in good standing could expect his support to be renewed until his degree was conferred, uncertainties about federal funding make it impossible to guarantee that current levels of aid will be available in future years.

VII. GENERAL CONCLUSION

The effective functioning of Yale's Graduate School with regard to the problems of admissions and financial aid is, in fact, little different from the diagram scheme which we presented initially (Appendix A). Essential to the entire operation is the tightly knit group of middle- and low-level administrators in the Dean's Office. These, in turn, rely on the roles of the Assistant Dean running vertically through all responsibilities, and the DGS inside the department. Although the administrative state of affairs is in fairly good shape at Yale, there was some complaining about procedures at the fundamental level of "paper pushing" relative to admissions.

Given that the Graduate School attracts so many applicants that many of its finest departments need accept only 20 percent of them, it is inevitable that the admissions process generates a large volume of paperwork.

Richard C. Robey
Hervey C. Scudder

3. Directory of the Dean's Office and other Offices Serving Graduate Students

3.1 Assistant Deans will be in charge of departments as follows:

DEAN NOBLE - Room 115, Ext. 62525

- Anatomy
- Engineering and Applied Science
- Epidemiology and Public Health
- Microbiology
- Molecular Biophysics and Biochemistry
- Near Eastern Languages and Literatures
- Pharmacology
- Philosophy
- Physiology
- Religious Studies
- Romance Languages and Literatures
- Sociology

DEAN JUSTUSSON - Room 130
Ext. 63165

- Astronomy
- Biology
- Chemistry
- Economics and IFEA
- Geology
- History of Science and Medicine
- Linguistics
- Masters of Arts in Teaching
- Mathematics
- Physics

DEAN MAU - Room 130, Ext. 62345

- Administrative Sciences
- Anthropology
- International Relations
- Medieval Studies
- Political Science
- Psychology
- Statistics

DEAN ONAT - Room 127, Ext. 62344

- American Studies
- Classical Languages and Literatures
- Comparative Literature
- East Asian Studies
- East and South Asian Languages and Literatures
- English Language and Literature
- Germanic Languages and Literatures
- History
- History of Art
- History of the Theatre
- Music
- Russian and East European Studies
- Slavic Languages and Literatures
- Southeast Asia Studies

From Yale University Graduate School Operating Manual

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3.2	Admissions Office Room 120, H.G.S.	- Questions related to admission or readmission to the Graduate School
3.3	Registrar's Office Room 120, H.G.S.	- Registration Applications for departmental transfer Course Schedules Grades Withdrawals Dissertations
3.4	Information Office Room 139, H.G.S.	- General information Change of Address Transcripts
3.5	Financial Office Room 125, H.G.S.	- Loan applications; routine questions concerning administration and payment of fellowships.
3.6	Mrs. Elizabeth Wright Room 142	- Graduate School Bulletin, Notary Public, Ventures
3.7	Mrs. Patricia Bromley Room 124, H.G.S.	- Reservation of seminar rooms and lounges in H.G.S.
3.8.	Department of University Health 435 College Street	- All health problems should be referred to the Department of University Health, Extension 62203. Twenty-four hour coverage for emergency problems is available throughout the calendar year through the University Police (436-8341). For details, see pamphlet in Registrar's Office.
3.9	Department of University Police Phelps Gateway	- Any student arrested or involved with the New Haven Police Department for other than minor traffic violations should immediately arrange to contact the University Police (436-4400).
	See Graduate School Bulletin for:	- International Office Teacher Placement Office Athletic Facilities International Student Center

13. ANNUAL REPORT ON STUDENT STATUS

13.1 Purpose and Procedures

The Board of Permanent Officers has voted that each department submit annually to the Dean's Office an appraisal of each student in the department, indicating the student's progress and prospects.

A report evaluating the student's progress should be prepared by the Director of Graduate Studies and submitted to the appropriate Assistant Dean as requested, usually about June 20. The evaluation should be brief and should be submitted on the form provided for the purpose. It includes a brief evaluation of a student's general performance and a comment on action taken, or to be taken regarding a student's status. Such action might include warnings, provisional continuation in study, or recommendation not to return for further study.

Directors should submit to the Dean copies of any letters sent to students. At the request of the Director, the Dean's Office will communicate with students, and provide the department with a copy of its correspondence.

From Yale University Graduate School Operating Manual

APPENDIX C

Note: The application fee of $15.00 must be submitted with this form. This fee is nonrefundable.

YALE UNIVERSITY · GRADUATE SCHOOL

ADMISSION APPLICATION

FOR ACADEMIC YEAR, 1971–72
CLOSING DATE: JANUARY 20, 1971

Graduate School Action

Admit ☐ .... Date .... Initials
Reject ☐ .... Date .... Initials
Waiting List ☐ .... Date .... Initials
Remarks: ....

Departmental Recommendations

Admit ☐ Reject ☐ Waiting List ☐

.... Date .... DGS Initials

PLEASE TYPE OR PRINT

Proposed department of study ....
(Give one department only. Romance Language applicants state specific language.)

Degrees sought: ....

If you have already spoken or corresponded with a member of the Yale faculty concerning your application, please give his name ....

If you have previously applied for admission to ☐ or attended ☐ the Yale Graduate School, give year ....

1. Name: .... Last or Surname .... First Name .... Middle Name .... Sex
   Social Security No. ___ __ ____ Married women please give maiden name ....
2. Permanent home address .... Street and Number
   .... City .... State .... Zip Code .... Telephone Number
3. Current mailing address until .... Date .... Street and Number
   .... City .... State .... Zip Code .... Telephone Number
4. Date and country of birth: .... Month .... Day .... Year .... Country
   Country of citizenship: .... If you are a foreign national now residing in the U.S., what is your visa status?
   Immigrant ☐ J ☐ F ☐ Other (please specify): ....
5. List in chronological order the colleges and universities attended.

Institution	Years	Degree and Date (Awarded and Expected)	Major Field of Study

6. Give the names, titles, and institutions of three of your instructors whom you will ask to write concerning your qualifications for graduate study. Include at least one reference from the institution most recently attended.
   ....
   ....
   ....
7. Please read carefully the foreign language requirement as described in the appropriate departmental statement in the *Bulletin of the Graduate School.*
   a. Does your department have a foreign language requirement? No ☐ Yes ☐ If so, are you prepared to meet this requirement in full upon entrance? Yes ☐ No ☐ If not, what are your plans for acquiring the necessary proficiency? ....
   ....
   b. Formal language study in college (language and number of years): ....
   c. Other language training ....

8. *The Graduate Record Examination is recommended for all applicants and required by those departments listed below. Starred departments require the* Aptitude Test *only; the others require both the* Aptitude and Advanced Achievement Tests. *Applicants are urged to take the GRE by November. Late Submission of the scores may prejudice the application. For details, write the Educational Testing Service, Box 955, Princeton, New Jersey, or Box 27896, Los Angeles, California 90027.* **These scores will not be forwarded to us except at your own request.**

*Administrative Sciences (or Admissions Test in Business), *American Studies, Anatomy, *Anthropology, Astronomy, Biology, *Classical Languages and Literatures, *Comparative Literature, *Computer Science, *East and South Asian Languages and Literatures, *East Asian Studies, Economic History (Economics or History Achievement Test), Economics, English Language and Literature, *Forestry, *Geography, Geology, *Germanic Languages and Literatures, *History, *History of Art, History of the Theatre, International Relations, *Linguistics, *Medieval Studies, Microbiology, *Music, *Near Eastern Languages and Literatures, Pharmacology, *Philosophy, Physiology, Political Science, *Psychology, *Religious Studies, Romance Languages and Literatures, *Russian and East European Studies, *Slavic Languages and Literatures, *Sociology, Southeast Asia Studies, *Statistics.

Have you taken the Graduate Record Examination? Yes ☐ No ☐

If yes, when? ………………………… date If not, when will you take it? ………………………… date

9. Foreign nationals who are residing outside the United States at the time of application and whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language, administered in foreign countries by the Educational Testing Service. The results of this test must reach the Admissions Office by January 20, and applicants are urged to take the test by October. Late submission of the scores may prejudice the application. For details and application forms, write to TOEFL, Educational Testing Service, Princeton, New Jersey.

Have you taken the TOEFL Test? Yes ☐ No ☐

If yes, when? ………………………… date If not, when will you take it? ………………………… date

10. Have you ever interrupted or repeated a term in any school or given up employment because of illness?

Yes ☐ No ☐ If yes, please give dates and details: …………………………

…………………………

…………………………

11. Academic and business positions held, including readerships, assistantships, etc. (Give name of institution or firm and dates.) …………………………

…………………………

…………………………

…………………………

12. Please account for any time, other than the summers, since high school graduation not accounted for in questions 6, 10, or 11.

…………………………

…………………………

13. Write a 100–300 word statement concerning
 a. your reasons for wishing to undertake graduate study,
 b. the program you hope to follow at Yale,
 c. the strengths and weaknesses of your preparation for graduate study in your proposed field.

Note: In addition to answering this question, applicants to the Departments of Comparative Literature, English, History, Medieval Studies, and Romance Languages should follow the enclosed special instructions.

Check list of procedures

a. Attach application cards and file this form promptly, together with the application fee of $15.00. Checks or money orders should be made payable to Yale University.

b. Attach any special materials required by your proposed department of study at Yale.

c. Attach or have sent an official transcript of your record in *every* college or university attended. Seniors in college should submit with this application transcripts covering their junior year, and forward first-term *senior* grades as soon as possible. Failure to supply the latter may delay final action on your application.
In the absence of transcripts from foreign universities, attested copies of diplomas or certificates or a formal description of work done signed by an official of the institution must be included with your application. Notarized translations of any credentials not issued in the English language must accompany original documents or their notarized copies.

d. Request that a copy of your Graduate Record Examination scores is forwarded directly to the Office of Admissions as soon as possible.

e. Arrange for letters of recommendation promptly.

f. List on a separate sheet any original work published or submitted for publication, but do not submit copies unless requested.

PLEASE NOTE: Application papers and supporting documents will not be returned or transferred to another institution.

SEND ALL PAPERS TO GRADUATE SCHOOL ADMISSIONS
BOX 1504A YALE STATION, NEW HAVEN, CONNECTICUT 06520

Admission to the Graduate School is offered only where it is evident that the student will have resources available, including personal resources, loans, outside fellowships, and Yale awards, sufficient to meet all expenses for the year. For this reason, *all applicants for admission must complete sections 14 and 15.*

14. a. Will fellowship support from Yale or from outside sources be necessary to enable you to meet your expenses for the academic year? No ☐ Yes ☐ If yes, what do you estimate to be the minimum fellowship required to enable you to meet tuition and personal expenses? ……………………

b. Please circle those outside fellowships for which you have applied: Danforth, NSF Graduate, New York State Regents, Other (please specify) …………………………………………… (Do not list here awards processed through Yale University, including National Defense Education Act fellowships (Title IV, VI), National Science Foundation Traineeships, and United States Public Health Service Traineeships. You will automatically be considered for any of these fellowships for which you may be eligible.)

c. Marital status: Single ☐ Married ☐ Divorced ☐ Separated ☐ d. Number of children ……………………

e. Will your family accompany you? Yes ☐ No ☐ f. Do you plan to be married before enrolling? Yes ☐ No ☐

g. Spouse's occupation …………………………………… h. If your fiancé(e) or spouse is attending Yale ☐ or applying to Yale ☐ please give name and department ……………………………………

15. List below your anticipated resources for the twelve-month period beginning September 1, 1971. If you are, or plan to be, married, include resources of your spouse.

a. *Income* (after taxes):

	Acad. Year 1971–72	*Summer 1972*	*Total*
Gifts from parents and others	$	$	$
Dividends, interest, etc.			
Spouse's earnings			
Veterans' benefits			
Other income (specify sources)			
TOTAL	$	$	$

b. *Assets*

Cash and Savings $ ……………………

Trusts and Securities ……………………

Automobile, make and year ……………………

Others (specify) ……………………

TOTAL . . . $ ……………………

c. *Debts*

Creditors and amounts: ……………………

TOTAL . . . . $ ……………………

d. Amount you would be willing to borrow during 1971–72 …………………… From what sources other than funds administered by Yale will you be able to borrow and how much? ……………………

e. Any other information which might be helpful ……………………

I certify that the information given by me on this application is complete and accurate, and I understand that any misrepresentation may be cause for refusing admission.

……………………………… Signature

……………………………… Date

APPENDIX D

YALE UNIVERSITY

GRADUATE SCHOOL

This section to be filled in by the applicant and given to his referee (Please print or type.)

Name of Referee ....

Position and Title ....

Address ....

Confidential statement concerning
Mr.
Mrs. ....
Miss
First Middle Last
Proposed Department ....

The Dean of the Graduate School will appreciate a statement from you about the applicant named above.

1. How long have you known the applicant? .... In what capacity? ....

....

2. Please rate the applicant relative to other students in the same field in recent years.

	POOR	FAIR	GOOD	EXCELLENT	OUT-STANDING	UNABLE TO JUDGE
	Lowest 50%	Next Highest 25%	Next Highest 15%	Next Highest 5%	Highest 5%	
Academic performance						
Intellectual potential						
Motivation for the proposed program of study						

3. Please comment briefly on the applicant's strengths and weaknesses.

4. What is your estimate of the applicant's potential for independent study and research?

OVER

5. Please compare the applicant to any of your students who have attended the Yale Graduate School in recent years.

6. Please comment on any other factors, including aspects of character, personality, and health, that bear on the applicant's ability to complete an advanced degree and fulfill his career objectives.

Date .... Signature ....

Please return this statement directly to Graduate School Admissions, Box 1504A, Yale Station, New Haven, Connecticut 06520.

APPENDIX E

YALE UNIVERSITY
GRADUATE SCHOOL

MEMORANDUM January 17, 1969

To: Directors of Graduate Studies

From: Mrs. Patricia Bromley (Room 123 HGS)
Assistant to the Dean

Applications of both new and current students for 1969-70 will be distributed according to the following schedule. They may be picked up at Room 120, Hall of Graduate Studies, at 10:00 a.m. on the dates designated. You are welcome to examine folders of new students in the office prior to these dates.

IMPORTANT: Dean Miller has asked me to remind you that these applications are confidential and any information contained therein is not to be divulged to anyone other than the faculty members concerned with reviewing admissions and departmental secretaries. This is particularly important in view of the increased sensitivity of students to unauthorized access to their records.

	Ready	Due Back		Ready	Due Back
Administrative Sciences	Feb. 6	Feb. 27	History of Sci. & Med.	Feb. 10	Feb. 27
American Studies	Feb. 10	Feb. 27	History of the Theatre	Feb. 7	Feb. 24
Anatomy	Feb. 14	Mar. 5	International Relations	Feb. 7	Feb. 28
Anthropology	Feb. 6	Feb. 26	Italian	Feb. 5	Feb. 21
Astronomy	Feb. 17	Mar. 4	Linguistics	Feb. 10	Feb. 28
Biochemistry	Feb. 10	Mar. 3	M.A.T.	Feb. 7	Feb. 27
Biology	January	Feb. 3	Mathematics	Feb. 10	Feb. 28
Chemistry	January	Feb. 28	Medieval Studies	Feb. 15	Mar. 6
Clasical L & L	Feb. 3	Mar. 4	Microbiology	Feb. 10	Feb. 24
Comparative Literature	Feb. 14	Feb. 28	Molecular Biophysics	Feb. 5	Feb. 19
East Asian Studies	Feb. 7	Mar. 4	Music	Feb. 5	Feb. 27
East and So. Asian L & L	Feb. 7	Mar. 4	Near Eastern L & L	Feb. 14	Feb. 28
Economic History	Feb. 12	Mar. 4	Pharmacology	Feb. 14	Mar. 6
Economics	Feb. 12	Mar. 4	Philosophy	Feb. 12	Mar. 4
Economics IFEA	Feb. 12	Mar. 4	Physics	Feb. 3	Feb. 28
Economic Transportation	Feb. 12	Mar. 4	Physiology	Feb. 17	Mar. 6
Engineering	Feb. 4	Feb. 26	Political Science	Feb. 10	Feb. 28
English	Feb. 6	Mar. 3	Portuguese	-	-
Epidemiology & Pub. Hlth.	Feb. 17	Mar. 5	Psychology	Feb. 6	Feb. 26
Forestry	Feb. 12	Feb. 26	Religious Studies	Feb. 10	Mar. 6
French	Feb. 5	Feb. 24	Russian & East European	Feb. 14	Mar. 6
Geography	-	-	Slavic L & L	Feb. 7	Feb. 26
Geology	Feb. 12	Feb. 28	Sociology	Feb. 13	Mar. 5
Germanic Lang. & Lit.	Feb. 7	Feb. 26	Southeast Asia	Feb. 5	Feb. 20
History	Feb. 6	Feb. 24	Spanish	Feb. 5	Feb. 26
History of Art	Feb. 14	Mar. 6	Statistics	Feb. 13	Mar. 3

If you are able to return the folders of clear-cut rejects early, you will help us a great deal in our task of notifying unsuccessful applicants.

If the above review schedule for your department presents difficulties, please do not hesitate to call me, at extension 8448, to discuss an adjustment.

APPENDIX F

Acknowledge flack used
prior to Dec. 31, 1969

YALE UNIVERSITY GRADUATE SCHOOL
Box 1504A Yale Station
New Haven, Connecticut 06520

This will acknowledge receipt of your application. The items checked below have not yet reached this office. We urge you to see that these credentials are sent as soon as possible to ensure that your application will be forwarded for departmental review.

☐ Transcript From ______________________________

☐ Letters of Recommendation From ______________ ______________

____

☐ Application fee

☐ G.R.E. Scores

☐ Other

We should like to thank you again for your interest in Graduate work at Yale. All financial awards and, in general, offers of admission will be announced on or about April 1. YOU WILL BE NOTIFIED WHEN YOUR DOSSIER BECOMES COMPLETE. PLEASE FEEL FREE TO CHECK WITH US ON OR ABOUT JANUARY 27 IF YOU HAVE NOT RECEIVED SUCH NOTIFICATION BEFORE THEN.

APPENDIX F

Summer Flack

GRADUATE SCHOOL ADMISSIONS
Box 1504A Yale Station
New Haven, Connecticut 06520

The items checked below are still missing from your file. They must be submitted before you can register in September.

☐ Application fee of $_________
☐ Photograph(s)--passport size and signed in ink
☐ Completed Alumni form
☐ Completed Application for Guarantee (Bond) form
☐ Certified Final Degree Transcripts from:
☐ Other:

1000 4/69

APPENDIX F

Complete Card

YALE UNIVERSITY GRADUATE SCHOOL
Box 1504A Yale Station
New Haven, Connecticut 06520

I am happy to inform you that your application to the Graduate School is now complete. Most offers of admission and financial aid will be announced on or about April 1, 1970.

We should like to thank you again for your interest in Graduate work at Yale.

(Mrs.) Faye G. Glazer
Secretary of Admissions

APPENDIX G (Manila Folder)

GRADUATE SCHOOL PROCESSING FORM

....
NAME

....
DEPARTMENT

☐ Fee Date Paid ....

☐ Application Blank Date Received ....

☐ Financial Aid ☐ AO

SPECIAL MATERIALS

☐ French, Italian, Spanish Essay
☐ History Essay
☐ History of Science and Medicine
☐ M. A. T. ☐
☐ Physics
☐ Psychology Statement
☐ Religious Studies

LANGUAGE FORM

☐ English; Comparative Literature; Medieval Studies
☐ French, Italian, Spanish
☐ German
☐ History
☐ Linguistics

FOREIGN STUDENT FORMS

☐ TOEFL Score ....
☐ Financial

G R E

☐ Aptitude V .... Q ....

☐ Advanced: ....

REFERENCES

☐ ....

☐ ....

☐ ....

Admit ....

Reject ....

W. L. ....

....

....

UNDERGRADUATE TRANSCRIPTS

Prelim		Final
☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐

GRADUATE TRANSCRIPTS

☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐
☐ ☐	....	☐ ☐

PRELIMINARY REGISTRATION

☐ Alumni Records ☐ Deposit

☐ Bond ☐ Photograph ☐

☐ FLACK ....

☐ SENT TO DEPT. ....

I.S.
I.
PEACE CORPS
UP VAULT
YALE COLLEGE
FOREIGN
REJECT
READMIT
WAITING LIST
DECLINES
ACCEPTS
ADMIT
COMPLETE

APPENDIX H

Page .... of .... pages

YALE UNIVERSITY
GRADUATE SCHOOL

(Submitted in triplicate)

.... Department Checklist

Date ....

DGS initials ....

Copies 1 and 2 to be returned to Office of Admissions, 120 HGS, on:

....

KEY:
YC—Yale College
F—Foreign National
IIE—Institute of International Education
D—Danforth Applicant
W—Woodrow Wilson Applicant
AO—Applicant for Admission Only
NSF—National Science Foundation Fellowship Applicant

In "Action" Column:
Ad—Admit
WL—Waiting List
R—Reject

NAME	YC	F	FSP.	COMMENTS	ACTION

DCL 1-69-1500

APPENDIX I

Yale University Graduate School

1970-71 ☐☐

LAST NAME	FIRST NAME	MIDDLE (JR., II, III, etc.)	BIRTHDATE mo. day year	Social Security Number – –

LOCAL ADDRESS—STREET and No.	CITY	STATE—ZIP CODE

New Haven Tel.	PERMANENT ADDRESS—STREET	CITY	STATE OR COUNTRY	ZIP	▨

COUNTRY OF CITIZENSHIP	▨	MALE ☐ FEMALE ☐	SINGLE ☐ MARRIED ☐	no. of children	▨	Spouse Also Registered in Yale Graduate School Yes ☐ No ☐	▨

REGISTRATION STATUS (Check one) ☐ In residence	IN ABSENTIA ☐ (Full Time Research)	IN ABSENTIA (To Submit ☐ Dissertation Only)	☐ Special	Technical (only to ☐ receive degree)	▨	Academic year ☐ Fall Only ☐ Spring Only ☐	▨

DEPARTMENT OR PROGRAM	▨	UNDERGRADUATE MAJOR	▨

DEGREES HELD (Bachelors, Masters, Doctors, Equivalents)

Institution	Degree	Date received	
			▨
			▨
			▨

Date first enrolled in Yale Graduate School	▨	Highest Degree Sought at Yale	▨	What degree, if any, do you expect to receive at Yale in 1970–71? ....

Years registered in Yale Graduate School in current program, including Advanced Standing: 1970–71, 19.......–.......,

19.......–.......,19.......–.......,19.......–.......,19.......–......., (Please indicate any half years.) ▨

Exclusive of loans and savings, List sources of financial support available to you for the academic year 1970–71.

Source	Amount toward Tuition	Cash Stipend or Pay	Total

Selective Service Information, Please complete if appropriate.

Local Board No.	Current Classification	Selective Service No.

Address of Board

Are you a veteran of the U.S. Armed Forces? Yes ☐ No ☐	▨	Are you in the Ready Reserve of the U.S. Armed Forces? Yes ☐ No ☐	▨

DATE ____________________ SIGNATURE ____

Page .... of .... pages

YALE UNIVERSITY
GRADUATE SCHOOL

Date ....

Copies 1 and 2 to be returned to office of Admissions, 120 HGS, by:

....

....

Department

DGS initials ....

APPENDIX J

Rank	Name	Citizenship if Other than U.S.	Marital Stat. & No. of Children	No. of Yrs. of Previous Grad. Study	Proposed Support	Possible Outside Support*	Remarks	(Please leave blank)

*Please check questions 15a-d of student's application form. Indicate V.B., if eligible for Veterans' Benefits.

APPENDIX K

YALE UNIVERSITY · GRADUATE SCHOOL

Department of History

The faculty regards proficiency in the basic languages as an important factor guiding it in admitting students. Such proficiency is defined by the fidelity and speed in translation that render the languages actually usable in the normal course of historical reading and research. The regulations of the Graduate School stipulate French and German as the standard basic languages. In special cases, Departments may recommend to the Dean of the Graduate School that particular Ph.D. candidates be permitted to replace one of these standard languages by another, and the History Department will consider applications from Ph.D. candidates for this purpose. The attention of the applicant is directed to the History Department's statement of its language requirements in the Graduate School Bulletin, where the various deadlines for the passage of language examinations are specified.

The purpose of this form is to enable the applicant to detail his present attainments in the use of the standard required languages, French and German, and his plans for remedying any deficiencies he may have. The form is designed solely for the information of the History Department in its general evaluation of candidates for admission and is not to be construed as a language examination or any part thereof. Language examinations in French and German will be given during the week prior to the start of classes in September. The examinations will be in the standard historical writings, such as from Burckhardt, Ranke, Meinecke, or *Die Grosse Politik* for German, and from Guizot, Taine, or the contributors to the Lavisse series for French. To pass these examinations the student must translate historical prose of average difficulty into idiomatic English in such a way as to convey the essential meaning of the original.

Although the History Department is interested in knowing what formal courses the applicant may have taken in these languages, it makes no specific requirements in academic credits. We know that students can attain a satisfactory reading knowledge of a foreign language by vigorous private study without any formal instruction.

Please answer, in the allotted space below, the following questions concerning your knowledge of French and German and return this sheet as part of your application for admission:

(1) During how many years have you studied this language in school and college?

(2) Can you understand the sample passages on this sheet without a dictionary? Can you understand them with the use of a dictionary?

(3) If you have answered "yes" to either part of (2), please give a brief paraphrase of the passage in English.

(4) What definite plan have you for improving your proficiency before coming to the Graduate School?

FRENCH (1)........................(2) With dictionary..............Without dictionary.............

(3) Please use space on the reverse side of this page..

(4) What definite plan have you for improving your French reading proficiency before coming to Yale?..

GERMAN (1)........................(2) With dictionary................Without dictionary..........

(3) Please use space on the reverse side of this page..

(4) What definite plan have you for improving your German reading proficiency before coming to Yale?..

Signed:..

Date:..

If you are planning to apply to substitute another language for either French or German, please write on the reverse side a statement of your present proficiency in that language, your plans for improving it, if needed, and why you consider that language related to your plan of study.

LA SECONDE ÉTAPE DE LA CONQUÊTE

Jusqu'ici, quand ils tuaient ou faisaient tuer, c'était en émeutiers, dans la rue; à présent, c'est aux prisons, en magistrats et fonctionnaires, sur des registres d'écrou, après constatation d'identité et jugement sommaire, par des exécuteurs payée, au nom du salut public, avec méthode et sang-froid, presque aussi régulièrement que

[OVER]

plus tard sous "le gouvernement révolutionnaire." Effectivement Septembre en est le début, l'abrégé, le modèle; on ne fera pas autrement ni mieux au plus beau temps de la guillotine. Seulement, comme on est encore mal outillée, au lieu de la guillotine, on emploie les piques, et, comme toute pudeur n'est pas encore abolie, les chefs se dissimulent derrière les manoeuvres. Mais on les suit à la trace, on les prend sur le fait, on a leurs autographes; ils ont concerté l'opération, ils la commandent, ils la conduisent. Le 30 août, la Commune a décidé que les sections jugeraient les détenus, et, le 2 septembre, cinq sections affidées lui répondent en arretant que les détenus seront égorgés. Le même jour, 2 septembre, Marat entre au comité de surveillance. Le même jour, 2 septembre, Panis et Sergent signent la commission de "leurs camarades" Maillard et consorts à l'Abbaye et leur "ordonnent de juger," c'est-à-dire de tuer les prisonniers.

Paraphrase French passage here:..

....

....

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....

DIE BALKANKRISE

Seit 1898 lief die englische Politik darauf hinaus, Deutschland zu der Entscheidung zu zwingen, ob es Verständigung, d.h. Anerkennung der englischen Suprematie zur See, oder Krieg, d.h. Vernichtung durch das unter Englands Führung geeinte Europa samt Japan und den englischen Kolonien, vielleicht auch Amerika, wählen wollte. Die diplomatische Meisterschaft Bülows war dieser Entscheidung erfolgreich ausgewichen, von dem Gedanken ausgehend, dass nach Durchschreitung einer gewissen Gefahrzone die deutsche Flotte allmählich so stark werden würde, dass England dem Risiko des Krieges schliesslich ausweichen würde. Bülow hielt diese Gefahrzone 1909 bereits für durchschritten. Bethmann Hollweg erkannte, dass die Schicksalsfrage nur um so brennender würde, je grösser Deutschlands Flotte würde. 1912 raffte er sich zum letzten grossen Versuch eines Ausgleichs auf. Als er nicht im ersten Anlauf gelang, liess er dem Schicksal seinen Lauf. Englands Regierung dagegen war geneigt, laut Ballins Zeugnis, nachdem die erste Entrüstung über die neue deutsche Flottenverstärkung verraucht wäre, den Faden der Verständigung wieder aufzunehmen. Bis dahin sollte nach Greys Absicht durch neue drohende Massnahmen Deutschland gefügiger gemacht werden. Aber er beging den ungeheuren Fehler, um England nicht nach aussen zu binden, die entscheidende Verpflichtung mit Frankreich geheim abzuschliessen. Durch ein offenes Bündnis wäre in Deutschland auch die öffentliche Meinung zu klarer Erkenntnis der Gefahr gekommen; Bethmann Hollweg hätte dann, gestützt auf den starken Rückhalt einer öffentlichen Meinung mit Aussicht auf bessern Erfolg die Verhandlungen wieder aufnehmen können; nach Abschluss der Kolonialabkommen über Afrika und Asien wäre dazu im Herbst 1914 der psychologische Augenblick gewesen.

"Wir wissen bestimmt," sagte Wilson im März 1919, "dass, wenn Deutschland einen Augenblick lang gedacht hätte, Grossbritannien werde mit Frankreich und Russland gehen, es niemals dieses Unternehmen gewagt hätte." So weit aber wollte Grey im Herbst 1912 noch nicht gehen; er wollte für den Konfliktsfall die letzte Entscheidung in der Hand behalten. Er übersah, dass England durch den Mechanismus seines Bundnissystems mit unwiderstehlicher Gewalt mit in den Abgrund gerissen werden musste.

Paraphrase German passage here:..

....

....

....

....

....

....

INFORMATION REGARDING SUGGESTED LANGUAGE SUBSTITUTE

....

....

....

....

....

ADMISSIONS

Students are admitted to graduate study by the Graduate School on the recommendation of the Department. Approximately 300 students annually have applied for admission to the Department in recent years. First year classes have averaged 40 students.

The dossier of every qualified student is examined by a Departmental subcommittee in the applicant's intended area of specialization, and then by the Department's committee on admissions, chaired by the DGS. Final recommendations are reviewed by the Graduate School in terms of the Department's quota for new students and the fellowship funds available for the coming year.

Applicant's faculty letters of recommendation are very important, especially if they contain specific detail about a student's work. Letters containing nothing but overworked adjectives are less useful.

Grades in undergraduate courses are important but never decisive by themselves. A student who has "caught fire" during his undergraduate years and raised a "C" average in freshman year to an A- in senior year could well be considered a better candidate than one who slumped slightly from A to A- in senior year

No applicant will be offered admission on the basis of the Graduate Record Examination scores alone, but many with low scores have been eliminated from consideration. There is a close correlation between low GRE verbal aptitude scores and subsequent failure in graduate work. The applicant with high verbal and quantitative aptitude scores is likely to be more able than the student with a high verbal and low quantitative score. The Department does not require applicants to take the History portion of the GRE.

Evidence of the applicant's writing ability provided by the "Why Study History ?" essay, the applicant's statement of purpose, and a sample of his work if he chooses to submit one, are given great weight. An applicant who demonstrates imcompetence in writing stands no chance of admission.

No applicant will be offered admission if he is not prepared to pass one foreign language examination on entrance. If all else is equal, an applicant prepared to pass two languages has an advantage over the candidate prepared to pass only one.

Although the vast majority of recent applicants have been undergraduate History majors, the Department encourages applications from those who, while now intending a professional career in History, majored in subjects other than History as undergraduates.

APPENDIX M

Yale University COUNCIL ON LATIN AMERICAN STUDIES

Language and Area Center

Graduate Programs in the Latin American Field

Applicants for University fellowships are also automatically considered for other awards handled through Yale for which they may be eligible, such as NDEA Title IV and Title VI Fellowships. Applications for admission and for fellowships are due January 18, 1968.

Address inquiries to the Director of Graduate Studies of the Department of intended specialization, or to The Chairman, Council on Latin American Studies, Box 1970, Yale Station, New Haven, Connecticut 06520.

Request Graduate Bulletin and admission and fellowship forms from The Office of Admissions, Graduate School, Box 1504A, Yale Station, New Haven, Connecticut 06520.

LATIN AMERICAN STUDIES AT YALE

Latin American studies have a long tradition at Yale. The names of such Yale scholars as Edward G. Bourne, Hiram Bingham, Wendell C. Bennett, Samuel F. Bemis, and Frederick B. Luquiens bring to mind the University's pioneering contributions in this field. Recent expansion of faculty and library resources makes Yale today a leading center for training specialists in the history, institutions, and culture of the twenty Latin American republics as well as the dependencies and new island nations of the non-Hispanic Caribbean. In 1965 a Language and Area Center for Latin America was established at Yale with support from the U. S. Office of Education.

GRADUATE PROGRAMS IN THE LATIN AMERICAN FIELD

Courses in Latin American studies may be taken as part of the work leading to a graduate degree in such departments as Anthropology, Economic History, Economics, Geography, History, History of Art, Political Science, Romance Languages and Literature, and Sociology. The focused training provided by the core discipline is complemented by opportunities for a cross-disciplinary approach to problems in each student's field of interest. A key seminar for this purpose, "Interdisciplinary Seminar in Latin American Studies," is conducted by faculty members from various departments and by visiting scholars, each of whom emphasizes the contributions of his own discipline to the study of Latin America.

Master's program in International Affairs.

International Relations. The Graduate Program in International Relations offers courses of study leading to the M.A. degree centered on Political Science, History, and Economics. Eight full courses are taken in two years, with either four or five of them in one of the three basic disciplines. Appropriate courses from other departments may be substituted for those in the basic ones. A student with Latin American interests may thus approach his area from several disciplinary vantage points. If he goes on to a department Ph.D., the Program will have prepared him to take his general examinations within a year or less of his completion of the M.A. For further information see the Bulletin of the Graduate School, or write to the Director of Graduate Studies, International Relations.

New Regulations on M.A. Programs

Yale has recently established a new degree, the Master of Philosophy (M.Phil.). Except in special programs where the present master's degree is the highest offered (such as that in International Relations), the M.Phil. will be the only degree other than the Ph.D. for students entering in 1968 and after.

Ph.D. programs in Anthropology, Economic History, Economics, History, History of Art, Political Science, Romance Languages and Literature, Sociology.

Ph.D. candidates are required to spend three years in residence at Yale, during which at least two years of course work are completed, and to write a doctoral dissertation. A maximum of one year's credit for graduate work done at other universities may, upon application, be recommended by a student's department after he has spent two full terms of residence at Yale. Course programs are planned in consultation with the Director of Graduate Studies in the relevant department and with at least one faculty specialist on Latin America. Doctoral programs generally allow for electives outside the core discipline, in addition to the interdisciplinary seminar, but this depends on the rules of the particular department. For information regarding a department of intended specialization consult the Bulletin of the Graduate School or write to the departmental Director of Graduate Studies.

The Bulletin of the Graduate School specifies departmental language requirements for higher degrees.

The Departments of Economics, Political Science and Sociology require only one language of doctoral candidates, while the Department of History requires French, Spanish and Portuguese of such candidates in the Latin American field. In general, students with a primary interest in Latin America are expected to become proficient in Spanish and Portuguese, whatever the additional requirements of their respective departments.
Some students may wish also to study Amerindian or Caribbean creole languages.

RESOURCES

The Yale University Library has an extensive collection of books, pamphlets, and documents pertaining to Latin America, and for current materials it has a dynamic acquisition program arrangement with purchasing agents throughout Latin America. Of special importance are the collection of colonial Peruvian manuscripts, the collection of books, pamphlets, and broadsides relating to 19th-century Mexico, the Hispanic items in the W. R. Coe Collection of Western Americana, and numerous more specialized holdings. The Latin American materials of the Medical, Divinity, and Peabody Museum Libraries and the data available from the Economic Growth Center and the Political Data Program also deserve mention.

Systematically ordered bibliographic and research information is available from the Human Relations Area Files. Further information on library holdings may be obtained from The Curator, Latin American Collections, Sterling Memorial Library.

Yale has a cooperative arrangement with the University of Connecticut for specific graduate courses in history and political science in which one institution complements the offerings of its neighbor. The exchange can include up to six students each way per year.

GRADUATE FACULTY AND COURSES CURRENTLY LISTED OR PLANNED FOR 1968-69

ANTHROPOLOGY

MICHAEL D. COE — Ancient Civilizations of the New World, Meso-American Archeology, Maya Culture, Andean Archeology
FLOYD G. LOUNSBURY — Maya Hieroglyphic Writing
SIDNEY W. MINTZ — Peasant Society, Caribbean Culture: The Afro-European Tradition
JUNE C. NASH — The American Indian: Middle and South America, The Culture and Society of Contemporary Communities, Cultural Dynamics of Latin American Society.
IRVING ROUSE — Caribbean Culture: The Amerindian Tradition
HAROLD W. SCHEFFLER — The Lowland Tribes of South America: Social Organization

CITY PLANNING

WALTER DES HARRIS, JR. — Urbanization in Latin America

ECONOMICS

R. ALBERT BERRY — Economic Problems of Latin America
ROBERTO CORTES CONDE — Economic History of Latin America

HISTORY

HAROLD B. JOHNSON, JR. — Iberian Peninsula, Colonial Brazil
URSULA S. LAMB — Literature of the Spanish Empire, Spanish Colonial History
ANTHONY P. MAINGOT — Modern Latin American History
RICHARD M. MORSE — Latin American Urban History, History of Brazil, History of Latin America
JOSEPH S. TULCHIN — Inter-American Relations, Argentine History

HISTORY OF ART

JOSE GARCIA-BRYCE — Nineteenth-Century Architecture
RENE TAYLOR —Eighteenth-Century Latin American and Spanish Architecture
GEORGE KUBLER — Art of Latin America and of Ancient America, Pre-Columbian Art

INTERDISCIPLINARY SEMINAR

ANTHONY P. MAINGOT and Staff

POLITICAL SCIENCE

DOUGLAS CHALMERS, Latin American Politics
FREDERICK TURNER, Latin American Politics

ROMANCE LANGUAGES AND LITERATURE

JOSÉ J. ARROM — Spanish American Poetry and Theater, Martí and His Era, Colonial Literature: Poets and Comedians, Chroniclers and Storytellers
JUANA CANO — Old Spanish
GUSTAVO CORREA — Medieval Spanish Literature, Sixteenth-Century Spanish Poetry, The Spanish Novel of the Nineteenth Century
MANUEL DURAN — Golden Age Theater, The Twentieth Century Spanish Novel
JORGE ELLIOTT — Chilean Literature
KLAUS MULLER-BERGH — The Spanish American Novel
ENRIQUE PUPO-WALKER — The Spanish American Story
MALCOLM C. BATCHELOR — Luso-Brazilian Literature
ALMIR DE CAMPOS BRUNETI — Luso-Brazilian Poetry and Theater
ANTONIO CANDIDO — Comparative Studies in the Novel: Latin American and European

SOCIOLOGY

WENDELL BELL — Social Change
GEORGE HUACO — Literature and Society
ANTHONY P. MAINGOT — Latin American Socio-Political History
JAMES A. MAU — Comparative Race Relations
LLOYD H. ROGLER — Social Change and Social Structure in Latin America
STANLEY UDY — Comparative Social Institutions

FINANCIAL AID

University fellowships are available on a competitive basis. Applicants will also be automatically considered for all financial awards processed through Yale for which they are eligible, such as NDEA Title IV and Title VI Fellowships. Yale has furthermore established a loan fund to which students may apply.
National Defense Education Act loan funds are available to help meet students' educational expenses which cannot be provided for by other forms of financial aid. Loans may be obtained by qualified students after they have registered in the fall. Students needing loans should apply to the Office of the Financial Secretary (Room 126 Hall of Graduate Studies, Yale).

INFORMATION AND APPLICATIONS

For further information about the Graduate Program in Latin American Studies write to the Chairman of the Council on Latin American Studies, Box 1970, Yale Station, New Haven, Connecticut, 06520, or to the Director of Graduate Studies of the department of intended specialization.

Application forms for admission and financial aid as well as the Bulletin of the Graduate School, should be requested from the Office of Admissions, Graduate School, Yale University, Drawer 1504A, Yale Station, New Haven, Connecticut, 06520.

Applications for the academic year 1968-69 should be submitted by January 18, 1968.

APPENDIX N

Yale University *New Haven, Connecticut*

(Submitted in triplicate)

GRADUATE SCHOOL

I am sorry to inform you that we are unable to offer you admission to the Graduate School. Because of the necessary limitations on enrollment, many well-qualified students must be refused.

Please accept our thanks for your interest in Yale and best wishes for your future studies.

Yours sincerely,

Thomas A. Noble

THOMAS A. NOBLE
Associate Dean